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ABSTRACT

Although America's extended schooling structure is better preparation for work, it may be worse preparation for life. Young people, during their journey to a productive and fulfilling adulthood, need to see that they have a stake in the community, a meaningful role to play in it, and a reason for investing in its future. This book, divided into five sections, reviews the concepts underlying youth in community service, rationales and structural options for school-based service programs, the range of service opportunities, and the mechanics of starting and running a secondary school service program. Chapter 1 discusses youth as resources relevant to school-based programs and service and youth development. Chapter 2 outlines what it means to become a program "champion" and also provides a menu of school-based service options and a basic planning checklist. Chapter 3 details getting the project under way, expectations, checking on the nuts and bolts, advice from the experts (the students) to adults, a ruminating checklist, and an operating checklist. Following this chapter is a section containing descriptions of 33 youth programs around the nation. A concluding section contains forms, checklists, and outlines related to administration, volunteering, the community, communication and leadership skills, and evaluation and reflection. Also included is a bibliography with 11 references and a sampling of national resources. (KM)

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SCHOOL-BASED COMMUNITY SERVICE PROGRAMS

REACHING OUT

SCHOOL-BASED COMMUNITY SERVICE PROGRAMS

The National Crime Prevention Council is a private nonprofit tax-exempt organization whose principal missions are to enable people to prevent crime and to build safer, more caring communities. In addition to publishing books, brochures, kits of camera-ready masters, posters and other items, NCPC provides training and information services, including the world's largest data base of community crime prevention-related programs. NCPC conducts demonstration programs to highlight ways to work effectively in crime and drug abuse prevention, especially in developing the community's ability to rely on young people as assets to help meet local needs. NCPC coordinates the Crime Prevention Coalition (125 organizations which support community-based crime prevention). NCPC is funded by a variety of groups–the Bureau of Justice Assistance (Office of Justice Programs, U. S. Department of Justice), and a wide range of private and public foundations, corporations, and individual donors.

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FOREWORD

In the year 1429, a peasant girl from Lorraine named Joan walked halfway across France and then persuaded a small French force to attack an English army that for some months had been besieging the city of Orleans. The English were forced to retreat. Joan was then 17.

In 1753, George Washington, in command of 150 men, was sent to warn French forces to withdraw from their positions west of the Alleghenies. Attacked by a larger number, he built a stockade fort near the present site of Pittsburgh, held off his attackers, negotiated a favorable truce, and brought his men safely back to Virginia. He was then 21.

In 1810, a young man who was to found a great railroad fortune began in business by ferrying goods and passengers in a small boat from Staten Island to Manhattan and Brooklyn. His name was Cornelius Vanderbilt, and he was 16.

In 1859, a 12-year-old named Thomas Edison, working as a newsboy on a railroad, saved the life of a child of a stationmaster. In gratitude, the stationmaster taught him to operate the then-new telegraph. Before he was 19, Edison had invented four improvements on telegraph equipment. He was to go on, of course, to invent the phonograph, the microphone, the incandescent electric light....

It seems remarkable to us that persons so young should have taken on such responsibilities. But it was not at all remarkable to them. The fact is that for almost all of human history, young men and women, from their early teens, have had to work: to feed and guard the flock, to gather fuel, to plow, to sew, to work the looms, to mine, to make their own way in strange cities or new countries, to crew the ships, to sell the papers, to mind the stores. In many countries they do still. But no longer in the U.S., where a majority stay in school until almost 20, and some for many years more.

By and large, the new American pattern is preferable. It prepares us better for jobs based on knowledge rather than on courage and strength. And it does not exploit the young, or sicken them in mines or break their spirit with 14-hour shifts in mills.

But though extended schooling is a better preparation for work, it may be a worse preparation for life. For in almost every prior generation, young people knew that they were giving something back to the families and communities in which they lived. They

had jobs to do, help to provide, perhaps a money income to add to their family's small means. Where war or accident or disease left them without families, they might, like Edison, become entirely self-sufficient long before high school age. In any event, they were contributors, not dependents. They learned early the conditions of adult life. They knew the satisfaction of being needed. They earned the pride of those who do a day's work. And the ablest of them experienced and learned enough to become leaders in their 20's and 30's.

Ben Franklin left school at age 10 to help his father manufacture candles; at 12 he was a printer's apprentice and at 24 an influential publisher. Jefferson, who was elected to the Virginia legislature at age 26, drafted the Declaration of Independence at 33. Mark Twain, a journeyman printer at 12, was a Mississippi river pilot at 22. A skilled mechanic at 15, Orville Wright (with his brother Wilbur) founded a bicycle manufacturing company at 21; at 33 he co-invented the airplane.

There is no reason to recreate the harsh conditions of life which our forebears accepted as natural and which forced them to function as adults by their teens. But there are two fundamental reasons why American teenagers, while still in school, should be encouraged to take on adult responsibilities, if only for a few hours a week and if only as volunteers. The first reason is that there is much work which needs doing and that they can do—as shoppers or drivers for shut-ins, as tutors, as collectors of recyclable materials, as singers of old songs at nursing homes, as trail-makers in state parks, as day care aides, and as helpers or initiators in a hundred other ways. The second reason is that, like almost all the young people who have preceded them in service programs, most will feel far better for it, with new friends, enlarged skills, a broader understanding of life, a deepened sense of connection with their communities, and a higher estimate of their own potential and value.

So the question about school-based service programs is not whether they are worthwhile; clearly they are. The question is how to plan and organize such programs to produce those benefits as fully and as reliably as possible. That is the question to which this book is addressed. Wise, practical, well-informed and brief, it will be enormously helpful to those everyday heroes of American life, the practitioners of service.

Peter Szanton
Chairman, Board of Directors
Youth Service America

ABOUT THIS BOOK

If you read this far, this book is probably designed for you. Peter Szanton's eloquent foreword places the challenge squarely on all our shoulders to enable coming generations to know service as an opportunity for growth. We endeavor to show how schools can take creative advantage of that opportunity by providing the climate and conditions for effective service by young people that benefit both them and their community.

Who should be part of this effort? School principals, deans of students, innovative teachers, active parents and parent groups, school board members, city councillors, youth leaders, and leaders of youth-serving agencies, to name a few. Anyone who works with youth or has community work which needs doing ought to look toward school-based programs in which young people help the community.

The rationale for doing so is clear. Young people, as part of their journey to a productive and fulfilling adulthood, need to see that they have a stake in the community, a meaningful role to play in it, and a reason for investing in its future. Our educational system during much of the post-World War II period has been called upon to assume many related developmental tasks with respect to young people. And the opportunities for enhancing education are enormous—direct application of knowledge gained in the classroom, a natural occasion for learning the "world of work," an opportunity to use and polish communication skills, a chance to try out career interests, to name just a few.

Why is the National Crime Prevention Council presenting this book? First, because we know the concept and how it works (as outlined below). Second, because we cannot hope to make a dent in the many problems our communities face until and unless our teens are enrolled as partners in finding solutions. They *can* help solve problems ranging from isolation of the elderly to needs for positive role models for younger children, from clean and grafitti-free public areas to building low-income housing. We need them, and they need to know that.

More than three years ago, NCPC voiced the principle that youth can and should be community resources in *Making A Difference: Young People in Community Crime Prevention*, funded by the Ford Foundation. That book documented how teens (and pre-teens) in a wide variety of communities were providing—and in many cases designing and managing—prevention efforts ranging from mentor-

ing younger students to counseling peers to helping to prevent drug and alcohol abuse.

In creating the program and text *Teens, Crime and the Community* (which NCPC is administering in more than 300 high schools in 19 cities), we emphasized and echoed this theme. Young people, educated about their own risks of crime victimization and challenged to help out, have produced public service announcements and videos on key issues, organized student courts and mediation programs, established citywide teen councils on crime prevention, to name just a few examples.

To more broadly test our three-fold thesis (that teens want and need to function as a part of the community, that teens can help tackle socially important tasks, and that many agencies will alter policies to harness teen energy), NCPC designed a project—Youth as Resources—which was funded by the Lilly Endowment in three Indiana cities. Local boards give small grants to projects which teens have helped create and manage. Among more than 50 projects in just the first year: senior citizens in an older neighborhood benefited enormously from clean-up/fix-up services provided by a group of young people who happen also to be on probation; teen mothers have created a play describing the realities of teen parenting to present to pre-teen girls; a large teen contingent did substantial work in building two homes from scratch for low income ownership.

The programs you will read about here present similar exciting results. We encourage you to work with teens in your school to gain the many benefits of such an effort.

The creation of this book was truly a collaborative effort. It was conceived in several long discussions among Jack Calhoun (the National Crime Prevention Council's Executive Director), Terry Modglin (NCPC Director of Youth Programs), and Jean O'Neil (NCPC Policy Analysis Director and Editor). Mike Schmitt and Marta Erceg of NCPC toiled on field surveys and program write-ups, and on shaping forms and text to provide maximum possible benefit. Anne C. Lewis, a noted education writer, kindly took a first crack at the text, a difficult blend of pragmatism and philosophy. Jack Calhoun and Terry Modglin investigated, critiqued, advised and pushed. Jean O'Neil rewrote, edited, wove together, challenged, and handled the production.

We also want to thank those who provided invaluable insights in the initial needs assessment and those who read the draft and provided helpful comments: Charlie Barbieri, Mary Boch, Terrie Collins, Dan Conrad, Josephine Daley, Grayfred Gray, Charles Harrison, Cathryn Berger Kaye, Richard Koubek, Tom Jungman, Steven Minter, Winnifred Pardo, Ira Sachnoff, Arthur Schwartz, Frank Slobig, Jeff Steger, John Thomas, Susan Wilson. Our appreciation is extended also to those who took the time to review and verify their program profiles.

And certainly we own great thanks to Ordway P. Burden of the Florence V. Burden Foundation and David Nee (then Executive Director of that Foundation and now Executive Director of the Ittleson Foundation), whose support (both financial and philosophical) and whose patience were critical to this endeavor.

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INTRODUCTION

This book is designed to help those who work with young people in school-based settings and who believe it is important that young people develop both a sense of their role in the school and community and a sense of their power to effect positive change.

While acknowledging problems and challenges affecting young people today, our perspective is that young people are vastly underutilized as resources to schools and communities, and that any young person can benefit both self and community through service to others.

We will review the concepts underlying youth in community service, rationales and structural options for school-based service programs, the range of service opportunities, and the nuts and bolts of starting and running a secondary school service program.

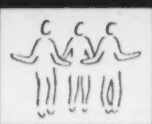
Most of all, this book affirms the ability of young people—no matter what their background, residence, or career goals—to help solve problems confronting their schools and communities. And it affirms the ability of those who work with young people to start programs in which teens play substantial management roles.

"People become house builders by building houses, harp players by playing the harp. We grow to be just by doing things that are just."

Aristotle

"The harder people work for others and for the fulfillment of important social goals, the more fulfilled they are themselves."

Brian O'Connell
President, Independent Sector



CHAPTER I

YOUTH AS RESOURCES SCHOOL-BASED PROGRAMS

Youth as problems, or youth as resources?

Communities with problems, or communities with resources?

It all depends on what your view is of young people and their place in the community.

Adolescents have both tremendous energy and a great desire to be valued and to help. If the energy is shunted away and the desire ignored, young people often become submerged in an isolated subculture, confined to their peers rather than connected to the larger community.

Poverty and related conditions can accentuate young people's sense of isolation and displacement—often at very early ages. John Calhoun, Executive Director of the National Crime Prevention Council, tells of visiting a poor inner-city Boys' and Girls' club, where elementary-age children vied for the slightest attention from adults:

> These kids are already alone at age six or eight. They are not bonded to school, to community, sometimes not to family or not even to themselves or each other. Without investment in self, family or community, they have nothing to lose.

Those working with young people at the other end—those from affluent, well-educated families—may see some of the same phenomena. A reporter for the *New York Times*, Andree Brooks, studied children from such families—the offspring of what she termed "fast-track parents." Her major finding? These young people totally lack self-esteem, and indulgences by parents are not balanced by commitment to others.

Adolescents today find themselves in especially tenuous situations, lacking in stable extended family and community support. In other words, too many of our young people, rich or disadvantaged, city or suburban, are disconnected from the supports that used to buoy youth through adolescence—such as schools, families, work, clubs, and churches.

What is missing is a sense of stake in the community—a place and a purpose beyond family and friends. "Teens who have a stake in the community," observes Calhoun, "have no reason to resort to violence; they have every reason to avoid and deflect it and drive it from their communities."

Youth and the Community

From colonial times until the mid-20th century, young people learned about their role in communities and developed a stake in society through a series of formal and informal mechanisms centered on families and on training for adult tasks. Helping was one of the chief ways that youth prepared to take their place—as "hands" on the family farm, as apprentices, or as helpers in family-run enterprises. Helping gave young people responsibility, a sense of role, and a sense of self-worth.

Only about 10% of American adolescents finished high school at the turn of the century; most young people were absorbed into adult society before they finished such formal academic training. Today, approximately 90% of young people enroll, and about 75% receive a high school diploma within three to four years. For all that time, young people are suspended midway between childhood and adulthood. There are no ready mechanisms to provide development opportunities from preadolescence to adulthood.

Schools have assumed a major responsibility for the developmental needs of adolescents—needs that once were met in other ways—as well as for academic preparation in an increasingly complex world. Whether such an assumption is by design or default, the school's role is real.

But are schools equipped to handle both types of roles? Often schools do not do well in dealing with development goals. This has produced a number of uncomplimentary descriptions by psychologists, writers, and others who focus on the developmental side of young people. Schools have been termed an "aging vat" and an "age ghetto"; and the years spent there by adolescents a "holding period" or "marking time."

Historian Kenneth Clark calls the transition time of youth from school to the adult world the "vestibule adolescence." Psychologist James Coleman observed that young people in years past were "action-rich" and "information poor," but that in today's world, the situation has been reversed. Bombarded by an unprecedented number of information fragments, and visually exposed to more of the adult world than any generation before it, young people nonetheless have fewer opportunities to make sense of how to learn adult skills, and how they will fit into the adult community.

The point behind these descriptions is that schooling often fails to prepare young people fully for adulthood—to make connections between what they are learning from books and what they will need to know about their place and purpose in order to function as productive members of a healthy community. As extended families, churches, and other institutions play diminished roles in linking teens with their communities, schools become the major connector of youth with the community beyond the family.

School-based service activities for students are best viewed as a key component of a comprehensive curriculum of civic education and development. A successful school-based service system is one which builds on this concept, provides attractive role models of citizenship, and helps to mold youth into responsible adults responsive to and active partners in the civic body. Young people with time on their hands may turn to a variety of alternatives from television to drugs and alcohol and other destructive behavior. However, if they are offered the opportunity *and* encouraged to participate in meaningful service endeavours, the outcomes can be spectacular, and can create values and a civic sense which carry into adulthood.

Much Work To Be Done

Individuals and groups in every community need help—help which young people could provide. This is more than theory. In recent years various estimates have been made of community needs which could be met by those without advanced skill training. Imagine 3,500,000 potential full-time assignments for young people in schools, health care, child care, environmental projects, libraries, museums and other public services. This is the estimate of one study, sponsored by the Ford Foundation. Think of the number of high school-age youth who could for a few hours each week find absorbing useful work to meet needs in their communities.

Other studies picture young people meeting a half-million opportunities in education and school-related services; 275,000 youth providing better care for the elderly and handicapped; about 225,000 working on energy and environmental conservation projects; an additional 365,000 involved in social services and public safety.

That young people could carry out these tasks is not a pipedream. Consider the youth in East Harlem whose success at renovating housing for youth and the elderly has become a national model. Or the young people in Park Forest, IL, who run Aunt Martha's, a youth center that provides peer counseling, teen health services, and a youth employment bank. Or the Youth Crime Watchers in Dade County, FL, who reduced the crime rate in their inner-city school to almost zero.

"The opportunities are there," says Frank Slobig, co-director of the advocacy group Youth Service America. "Young people need to be challenged to make an investment in their local communities and in themselves."

"Everybody can be great because everybody can serve."

Martin Luther King, Jr.

SERVICE AND YOUTH DEVELOPMENT

Stereotypes—portraits of "nerds," "jocks," and "druggies"—often keep us from thinking positively about what young people can do for their communities. Polls of student opinion in Chicago showed roughly three out

of four young people think adults have negative images of them. A Minnesota study showed a preponderance of news coverage of young people was clearly negative. We probably know less about the capabilities of young people—and more about negative youth behavior—than at any other time in history.

Many students who are naturals for volunteer service are not school leaders eager to help out. The "C" student, the difficult student, the loner, the quiet student—each has found an active, constructive role in helping to meet community needs. All young people need chances to take charge in situations that challenge them. Yet because of their isolation from the active adult community and their sometimes unrealistic views about their roles as adults, today's youth are not well-prepared to take advantage of these chances. Community service is one way to help prepare them.

A school-based service program can help young people make connections between what they are learning from books and what they will need to know to function as productive members of a healthy community. Youth involved in service will:

- gain a sense of stake in the community;
- gain a sense of responsibility and self-worth;
- gain important skills such as cooperative work, decision making, problem solving, planning, etc.;
- gain exposure to a variety of positive role models and career possibilities;
- increase their sense of control over their environments;
- interact with people of other ages and backgrounds, spurring their own personal growth.

These meet many of the basic needs for healthy adolescence, described by famed psychologist Gisela Konopka: to participate, to learn decision making through experience, to develop a sense of accountability, to grow in self-awareness and self-identity, and to be able to explore adult roles without irrevocable commitment.

School-based community service programs are one major component of an exciting trend—youth service in various forms throughout the country. Such efforts range from college campuses to high school dropouts. On the campus scene, COOL (Campus Opportunity Outreach League) coordinates several dozen major colleges and universities which operate voluntary community service programs. The Youth Conservation Corps effort employs both dropouts and potential dropouts in beautifying and sprucing up the community. Youth as Resources, a project of the National Crime Prevention Council, challenges teens to develop projects locally to meet local needs, and provides small ($100 to $5,000) grants for them to carry out their work.

A Few Words About Needs of Younger Adolescents

Many teachers and administrators in junior and middle schools sense the value of service opportunities for the earlier secondary grades.

Indeed, the peak years for students joining formal organizations are considered to be 11-14—a characteristic that can be capitalized on by middle or junior high schools wishing to develop youth as community resources programs.

Developmental theories put the early adolescent in a distinct place on the continuum of maturation. Gayle Dorman, writing for the Center for Early Adolescence, spelled out seven developmental needs of young adolescents:

- diversity;
- opportunities for self-exploration and self-definition;
- meaningful participation in school and community;
- positive social interaction with peers and adults;
- physical activity;
- competence and achievement;
- structure with clear limits.

Participation in meaningful service programs can meet many or most of these needs.

When developing a service program for early adolescents, keep the following advice from teachers/experts in mind:

- Although some youngsters may prefer short-term commitments, many are capable of projects sustained for longer periods of time. These longer-term projects often prove more meaningful for both students and those they help.
- There should be extra emphasis on building links between service and learning for younger volunteers; successful programs are often part of a class where students receive specialized instruction and preparation time for their projects.

Whether or not a formal class exists in the school, special attention should be paid to orientation and training throughout the projects.

- Service activities should be well-structured, with plenty of supervision by adults from the school, site, or the community. Having adult advisers may serve as a means of satisfying the young adolescents' seeking of increased responsibility but continuing need for adult supervision and counsel.

- Often, younger students, fearful of the prospect of entering a strange environment, prefer to go in groups to the sites. The group can act as a support structure both on site and back at school.

The shape of the early adolescent's attitudes toward sharing and commitment set life-long patterns. According to the National Commission on Resources for Youth, participation in community service offers many possibilities to meet specific needs of early adolescents. "Youth participation involves performing a service, or creating or accomplishing something which is significant to others," it pointed out in a report on *New Roles for Early Adolescents*. "Such experiences cannot fail to build the young adolescent's sense of competence and self-esteem."

Two cities are learning how rich a resource early adolescent energy can be. In New York City, Harlem School District #4 selects interested seventh and eighth grade students to spend half of each day at voluntary interships, both to introduce them to careers and to give them specific service roles. In Minneapolis, seventh- and eighth-grade students throughout the city join Fresh Force, a school-based service project run by a student governing body.

"The main thing about being a student here is responsibility. And being able to work with grown-ups even though you're not grown up yourself."

Eighth grade student
Harlem District #4, New York City

We have reviewed the justifications—philosophical and developmental—for community service for youth, and for viewing such service as an integral part of young people's education. With this brief review in mind, we turn to the practical—how to create a program in your school or community which uses the focus provided by schools and the learning atmosphere generated there to enhance the positive effects community service can bring to young people everywhere.

CHAPTER II

TO BECOME A CHAMPION

This chapter is a step-by-step guide to starting and sustaining a school-based service program. Some of the steps may be handled simply. In some situations, a group of actors may be needed or a formal policy required. But the program needs a champion—someone who'll say "Let's do it; I'll lead it."

As you read on about the details of getting a project underway, keep in mind that it often takes *just one person* with a spirit of commitment to make the project a success. The operational details may appear overwhelming. They're not—and experience shows it. You can be the spark that ignites community service by students in your school.

Garnering school and community support is important, but may seem difficult. One service director recommends starting out with a small group of students performing significant work in the community—thus gradually building support on early successes. Others heartily endorse an all-out approach to building a viable program. What we have presented here is a variety. Pick and choose as you wish—according to the amount of resources and support you already have.

In any case, every program needs at least one "zealous champion" for it to get off the ground and succeed. "Zealous champion" is how the author of a Ford Foundation-sponsored study of service programs described the coordinators who had the most successful projects. The case studies presented by Lee Levison in *Community Service Programs in Independent Schools* pointed out that coordinators who were innovators transformed informal community service activities into a formal internalized service ethic within the school.

Yet they were more than innovators, he says; they were champions who fought for their programs during the development and implementation stages and who have continued to defend the programs. Using organizational theories about high-performing companies, Levison draws a picture of a community service champion:

- knowledgeable about community service, the "in-house" expert within the school;
- adept at cultivating support in the school for the program, with political expertise in dealing with the school organization;
- extraordinarily high level of energy and willingness to commit large amounts of time and effort to make the program work;
- persistent in efforts to make sure the school structure supports the service program; constantly on the lookout for any barriers;
- action-oriented; inclined to make things happen;
- able to keep sight of the program's "core values" but willing to make concessions for the long-term health of the program;
- has the support of the school's administration;
- is comfortable taking risks as long as well-being and safety of the students are not compromised.

"I just think community service is extremely important. Members of the human race must realize that others are in need. It is not a matter of being nice; it is a matter, instead, of having a strong conviction that it is a responsibility to serve."

A "zealous champion" service coordinator

Feel like walking on water after being told you are or can be a champion? Or are you feeling

a bit overwhelmed by all of this? If so, flip to the profiles section to see examples of phenomenally successful programs that were started in a variety of ways with a variety of means, by a variety of people, each a champion of a service program. These "champions" are *not* super-human. They are like you—normal people with slightly heavier workloads and very strong visions of what service programs can do for their students, schools, and communities.

Realities

Those who undertake to start a program should not let their enthusiasm obscure practicalities. There are limits to resources—fiscal and personal. Part of the strategy of developing and implementing service programs is to realize the limits and plan for them. For example:

- How much of the planning, organization, and execution of projects can be undertaken by students themselves? For older students, in particular, a teacher/sponsor should be more of a coach, making sure the players know the rules and are well-prepared but letting them design the plays and execute them.
- What could be taken on by other faculty or by special curriculum? Ask English teachers to use service as a topic for essays, or social studies teachers to assign independent research projects on service, or involve math teachers as appropriate.
- Could community agencies provide the training of student volunteers?
- Could college students enrolled in such courses as psychology or social work assist with projects in order to do their own research for their courses?
- Are some faculty criticizing service for taking time away from academics? Then forge strong links with the learning element of "service learning." Give the program an academic patina.

THE MENU OF SCHOOL-BASED SERVICE OPTIONS

Assess the Shape of the School

Whenever the leadership in American society wants to get through to young people, it turns to the schools. That's natural, considering that schools are central to the lives of young people and have a large influence over their decisions about their future.

The education and developmental advantages of youth in service programs is one national priority that fits with the aims of schooling. Even so, those who seek to incorporate community service into schools must deal with the fact that a school is an organization, with rules, habits, and relationships that don't change easily.

So assessing the school should be a very first step. A helpful set of suggestions comes from a study of organizational change in schools conducted for the U.S. Department of Justice (Office of Juvenile Justice and Delinquency Prevention). Questions that reveal how willing a school may be to adopt new ideas include:

- Is there any current pressure for change, for doing things differently in order to make the school a better place for students?
- What were the results of past efforts to make changes? School personnel may be just as convinced that ideas won't work as they are that when something does succeed, it is only because of the leadership of one person. A school will be most open to change if the staff welcomes efforts that are ambitious with long-term benefits, and enjoys forming partnerships with outside groups.
- Is the school open to new ideas and approaches? A favorable school climate is one in which the administration and the staff have a tradition of working together on goals and expectations.
- Is the school willing and able to commit resources of time, personnel, and money?
- Is the faculty willing to generate support from others, such as the central office of the school district?
- Is there a tolerance for risk?
- Is there an interest in school improvement generally? This looks upon organizational change, not just changing students.
- Does the school board have a positive or neutral view of service? Or must it be sold on the benefits in academic and community support terms? Some boards may be attracted by the idea of holding on to sharp students.

To answer these questions as well as to gain a picture of current student interest, community needs, and the degree to which the community is receptive to the future program, it is useful to do needs and attitudes assessments. For instance, ask students how they would feel about being required to serve as opposed to being asked to volunteer. Ask teachers how they

could integrate a service component into their classes. Ask civic leaders what they see as the top three needs of their community. These can be done in a variety of ways, the simplest of which is direct observation—looking around the school and community for things to be fixed, observing student and faculty attitudes. Another method is "key leader" interviews. Often, however, it becomes necessary to use more formal, and perhaps more thorough and effective, mechanisms to gather your information. The most popular include surveys and forums.

• **Surveys**. Surveys can help gather information in an organized well-focused way. Questions can be multiple choice or open-ended, written or interview-style. And in almost every case, they can be conducted by students who can also help tabulate, analyze, and interpret results.

Surveys have several potential benefits: they obtain needed information, spread the word about your idea, and encourage others to get involved.

To be most effective, surveys should be well planned and executed. If you are in an area with offices of professional pollsters or campus-based researchers who are experts in surveying, you may want to ask them for help.

Another useful information-gathering exercise would be to scan directories listing local nonprofit or human services agencies which might offer opportunities for community work by students. Local volunteer service bureaus or information and referral systems often can provide useful lists.

Students can help review or interview such sources as:

- School system surveys
- Census data
- Local news articles
- Law enforcement reports
- Local planning reports
- Neighborhood or community leaders
- Human services agencies' reports
- Parent and school group leaders.

Ask Students

Surveys of students can help determine attitudes of the students toward the intensity of involvement that might be possible in your school. If you haven't tapped student opinion on this subject before, you might be surprised. Various national polls of young people, as mentioned earlier, show strong support for community service.

• **Forums**. Forums are general meetings designed to attract diverse opinions. The initial meeting is intended to break the ice, find out the attitudes working for or against developing youth-as-resources programs in the school, and outline the next steps. The forum may be the result of a particular school or area problem or opportunity so that the earliest foundations of a program may be to deal with that problem. Or the desire may be to initiate the concept and practice of community service, in which case a more general meeting is called for.

Make sure that those involved in community service or known to be interested in it are invited to attend. Invite persons from each of the target groups which should participate in or back the program. Reach out particularly to get input from the "nonjoiners" in the student body. Guidance counselors, for example, could re-

A Suggested Checklist for Surveys

- Determine what you want to know from this survey. What questions do you want to be able to answer?
- Define the group to be studied—all students, seniors only, only those already interested?
- Specify the kinds of data you want to have as a result.
- Decide what sampling unit you will use—all students, a representative sample, all community organizations, only a few.
- Select the method for contacting individuals (mail, phone, in person).
- Write clear, simple questions. Pretest the questionnaire to ensure that the questions are appropriate and will yield the information you want.
- Design a tabulation system.
- Train interviewers, tabulators.
- Select the actual sample if you are not surveying every member of the group.
- Conduct the survey.
- Gather responses, verifying as necessary.
- Tally responses.
- Analyze and interpret the results.
- Report your findings.

commend certain students to attend. Questions that might be asked at such a gathering include:

- What is the current attitude in this school toward community service?
- What community-linked activities already are underway? How effective are they? Can they take care of the service needs of the community and the needs of students to do service?
- What is the feeling in the community about student volunteers, and about youth in general? About students, capacity to manage projects? Are there stereotypes that community service could help to overcome?
- How should community needs be assessed?
- What are potential barriers and how can we overcome them?
- What priorities do those participating in this meeting wish to help with?

Have someone take good notes and write them up. If you like, distribute the notes within the school community; invite comments and reaction. In either event, use the forum's results to identify community needs and potential projects.

Establish General Goals

Before selecting a direction or type of program, setting general goals, usually by answering some basic questions, will help get your program started on a firm foundation.

- Why should there be a student service effort in your school?
- What should it achieve?
- How should your school relate the needs of the community to the needs and potential roles of students?
- How would the school and community be different with/without student contributions?
- How would the young people be different with/without the experiences?

Create a positive vision of the school with a service component; refine it and think it through. Use this to help answer questions about the program design. Discuss your vision and design ideas with teachers, administrators, parents, students and community representatives. Develop a rationale for your nascent program. Rationales for selection will be reviewed later in the guide.

Mixed Goals

The rationale for school-based community service may include a mix of educational, societal, and psychological purposes, but unless you know which goals are which and why each is there, you will lack an important foundation.

For example, purposes for developing youth as resources might include:

- meeting specific needs in the community;
- making the school a locus of community service;
- developing student skills in communication, problem solving, and other critical areas (intellectual development);
- developing student capacity for and sense of value in helping others (social development);
- increasing student knowledge of and interest in community realities and problems;
- enhancing the image of the school;
- strengthening student self-esteem;
- identifying and fulfilling citizenship obligations.

Transformation Possible

Administrators and teachers need to discuss the effect of the quality of life in the community on students and their families. This discussion may reveal very pragmatic reasons to direct young people into activities which will directly improve their communities. More than just a nice thing to do, using youth as resources may spark a needed transformation.

Your vision for the program may change as the discussions and planning proceed. But it is extraordinarily helpful to start from such a vision to move effectively through the next stages— setting objectives and designing an organizational structure.

Peruse the Possibilities

If you are looking for the single model school-based youth as-resources program, there isn't one. However, many successful approaches, programs, and ideas are working in schools throughout the country. They can help you build the best model for *your* situation, one that addresses the needs of your school and community.

Each program consists of a number of choices. We've identified the range of choices and options within each choice to help you design the program.

Evidence of the variety of programs comes from the various names attached to efforts in which youth become resources to their communities. Community service, youth-as-resources, volunteerism, service learning, leadership activities, and development, career exploration, and experiential learning—each is used to describe opportunities for young people to address school and community problems.

One way to view school-based, youth-as-resources efforts is by their origins. They can be generated in variety of ways:

- devised by traditional student leadership organizations such as student goverment, or the National Honor Society;
- created by traditional service-oriented clubs, such as Key Clubs, that are part of extracurricular offerings of the school;
- formally initiated by the school, such as curriculum-based service or other kinds of for-credit opportunities;
- started by individual teachers, counselors, or students and sanctioned in some way by the school;
- suggested by local outside groups, such as civic organizations or business groups, and integrated with school activities;
- at city, state, or federal levels, such as statewide literacy corps or a Governors' School.

Structure and Relationship to School

A second way to look at school-based options focuses on their organizational structure and integration with the regular school scheme. These would include:

- in-school or after-school programs;
- credit or non-credit opportunities;
- curriculum-linked or extracurricular activities;
- schoolwide efforts or those performed by individual groups;
- mandatory or voluntary service;
- students serving on their own (with encouragement or supervision by the school) or students in organized programs.

Some of these alternatives are mutually exclusive. Others can be a mix of the choices. No one selection is best except as it meets your needs and circumstances.

School Links

In *Youth Service*, a guidebook on program development, Dan Conrad and Diane Hedin presented a continuum of program options based on how well the different programs were integrated into the regular academic program of a high school. They discuss six models:

- *Club or co-curricular activity,* called by some the purest form of service activity because students are involved voluntarily and do not receive credit or time off from school. According to one study, about 15 percent of all high schools report that their students have this option. A faculty advisor may work with the club; more often, the students handle all arrangements for their volunteer activity.
- *Clearinghouse on volunteer opportunities* maintained by the school. This arrangement might include club-related service activities, plus other opportunities for students to get involved in their communities. The clearinghouse usually is run by students. The volunteer activity is not part of academic time and is awarded credit.
- *Community service credit.* Usually credit will be awarded for a certain number of hours of community service work. Some schools, particularly parochial high schools, have traditionally required community service for graduation. It has become more frequently required in public schools in the past few years. The Atlanta and Detroit school districts, for example, now have a systemwide requirement for community service for all graduates. A faculty advisor or coordinator generally helps arrange service opportunities and monitors student involvement.
- *Laboratory for an existing class.* This may be the easiest way to integrate community service directly into the current curriculum because it does not involve new courses or staff. Community service in this model helps fulfill goals of particular academic courses, such as social studies or English. Often it is an alternative to a paper or other course requirement. The Teens' Crime and the Community curriculum developed by the National Crime Prevention Council and the National Institute for Citizen Education in the Law both integrates well into other courses (such as health, civics, social sciences, sociology) and provides a community

service project requirement as part of its structure.

- *Community service class.* Conrad and Hedin estimate this model exists in about 7 percent of American high schools. It combines community service with related classroom work in a for-credit class.
- *Schoolwide focus or theme.* In this model, community service permeates both the curriculum and the ethos of a school, becoming a part of many courses, not just one, and expressed through various school activities. Some districts, for example, have established magnet high schools with an emphasis on public service. Community service is often a required component throughout the the years in such schools.

Mandatory or Voluntary?

All of these options and approaches are in use somewhere successfully. One of your early decisions must be to tackle the tough problem of whether to design a program that is voluntary or mandatory. Unfortunately, there is not much outside help in making that decision. Little research exists that objectively or experimentally compares the outcomes of voluntary and mandatory programs, the pluses and minuses of each approach, and when one or the other works best.

Your needs and attitudes assessments as well as instinct— sensing what is possible among the students, staff, parents, and community—can play a large part in this decision. Another factor, which could also be determined by a needs and attitudes assessment, is the support available at the school district or school board level for a policy that could involve rearrangements in programs and commitment of time and resources. Alonzo Crim, who as Superintendent instituted a districtwide mandatory service program in Atlanta, remembers that parents originally objected because they held other priorities for their children. But he was convinced of the need for students to get out into the community. Within the first year of the program, the contributions of the students to the community and their enthusiasm for the experience won over parents and others.

Mandatory programs may:

- "convert" students who would never normally volunteer;
- mean more hours of work given to the community, thus causing a greater impact;
- expand the range and reach of a school's or district's educational mission.

However, others see a basic contradiction in terms to *require* volunteer service—and a risk that that contradiction will generate a cynical reaction from students (although one definition of voluntary is unpaid work, not the impetus for it). Charles Harrison, in a report on community service for the Carnegie Foundation for the Advancement of Teaching, presented several reasons program operators cited for making service optional rather than required:

- Students who volunteer are really serious about their commitment and can be expected to display more enthusiasm and get more from the experience;
- With fewer students in the program, it is much more manageable;
- students may be turned off by anything that is required or imposed on them, no matter how worthwhile the activity.

Curriculum Link-ups

If you decide the approach that best meets your school's needs and expectations must be linked to the curriculum, implementation is more complicated than for programs outside the curriculum, but potentially more powerful in its impact on students.

Classes may serve to reinforce lesson learned on the site. For example:

- Students working with senior citizens might guide a social studies class discussion of problems faced by a society whose people are aging.
- Students working in a hospital might write for an English class an essay about what they learned for the first time about facing death or dealing with pain.
- Students dealing with a shelter might demonstrate to a class how math skills help with budgeting.

Often service coordinators begin with programs that are not linked to the curriculum, but that develop into ones that are. One teacher may decide to have one class section volunteer in the community. This teacher might then decide to integrate students' community experiences into the class curriculum. This small group could eventually grow into a schoolwide academically linked program. Student volunteers writing journals may share them with their English teacher—this could evolve into the teacher giving credit to the students for their

journals. This could then evolve into a full-fledged community service class.

A service class can serve as an arena for leadership training and for the development of other skills to improve students' work on site; it offers a forum for discussion and opportunities for reflection on volunteer experiences.

Starting the Link-up

Links can be forged as programs develop. They do not have to be mature at the program's inception. Indeed, allowing links to evolve naturally may yield the strongest bonds.

But in some cases the links can help get a program off the ground. If so, you need advance planning. From just a month to as much as a year in advance you should:

- contact national associations and networks to learn about the program options and possibilities, as well as available curricula;
- check on any policy/regulatory barriers to integrating various types of service into the curriculum, such as state regulations on giving credit for service or on offsite activities;
- check administrative issues and strictures, such as insurance or liability or permission requirements;
- develop options (full semester, single unit, in-school service, community service, mandatory or elective) for the faculty to consider, listing the organizational, time, and funding commitments needed for each option along with student benefits from each;
- consider using outside consultants to present the options on curriculum-related community service, as well as testimony from colleagues in other schools who have brought service into their curricula;
- select an option, then plan more explicitly as to resources needed, expectations of and by students, logistics of placements, recruitment of students, support of parents, and support/resources already available;
- decide on evaluation methods.

Make Your Choices

Like choices at an old-fashioned candy counter, the choices to be made in shaping a school-based service opportunity may be extraordinarily difficult. There are many ways to create opportunities for young people to help meet community needs while meeting their own growth needs.

Options for your choice, as we have disccused might include:

- *Integration in the curriculum as a mandatory program*
  - —A required course (districtwide, schoolwide)
  - —A unit in required courses, such as social studies
- *Integration in the curriculum but voluntary*
  - —An elective course
  - —A voluntary component of an elective or required course
- *Extra or co-curricular*
  - —Voluntary service club or course after school
  - —A plan open to all students, including through traditional student service clubs
  - —Traditional service clubs/activities
  - —School theme that invites all to serve and provides an opportunity to do so.

Rationales for Selection

Why choose one approach over another? The needs and attitudes assessments should have given you a good sense of amounts and kinds of resources available, potential barriers, level of existing interest, and current relations with community. These will all affect your choice. Here are some key questions to be answered.

- Is there a "critical mass" (not necessarily large numbers) of staff and students interested in developing the program? How much and what kind of support can you expect from the principal and staff? How much interest and support from students? Parents?
- What resources already exist? What funds, personnel, volunteer support, and other help are or might be available?
- What barriers to student participation in community service activities exist, such as school board regulations, time demands on students, apathy or objection from faculty, logistical problems?
- Does the school have good working relationships with community agencies and leaders or will you need to develop them? If you do not have these relationships already, do not despair! Approach agencies, make clear commitments and stick to them; those good relationships will develop. A good track record makes it easier

to place students and find outside people willing to help.

- Are there community resources—people who can help with funding, student placements, support, free publicity?
- To what extent will school personnel continue to be assigned in order to provide a stable source of leadership? Could the students be a resource to lead the program with a minimum of faculty/administration assistance?
- How strong are the traditional service clubs and activities? How will their positions interact with your programs?
- To what extent can the service activity engage disadvantaged students? Those working part-time? A balance between boys and girls, among grade levels, among students with varied academic abilities?

Given your vision of a program in which students reach out to make a big difference in the school and to help the community, balanced against current and potential resources, strategies will begin to emerge.

Meet Others' Rules

As with any undertaking involving public funds, employees, or buildings, there may be a variety of policies and regulations to take into consideration.

A checklist of practical issues that local program organizers should consider includes the following items.

- What objectives do you hope to accomplish through this community service initiative? To instill in students a sense of responsibility to the community? To provide career exploration?
- Will students be awarded academic credit for community service activities?
- If academic credit is awarded, how many hours of service will be required and for how much credit?
- Will community service participation be required for high school graduation? If so, will any students be excused from the requirement, such as disabled students or transfer students?
- Will students be permitted to perform community service activities during school hours?
- Will students be permitted to receive wages or any other kind of compensation for their services?
- Are the service opportunities being offered to students consistent with the needs of the community? Do they impinge on the work of the other community-based volunteer organizations?
- What parameters will exist with respect to student placements (e.g., non-profit organizations only)? Who will approve or disapprove student placements?
- What impact will recent education reforms have on students' opportunities to participate in community service activities (e.g., will increased graduation requirements reduce students' flexibility in choosing elective courses)?
- How will the costs and benefits to the student and the community be evaluated?
- How are students and employers made aware of school sanctioned community service programs in their districts?
- What safeguards exist for ensuring that service opportunities will be available to students on a nondiscriminatory basis?
- What has been done to ensure that students will not be exposed to undue risk either route to or at their service sites? How does the school or the worksite deal with liability issues?

The Best Place To Begin is at the Beginning

As Winnie the Pooh pointed out with great clarity, the way to begin is to begin. And with many programs, teachers, or principals did just that—sensed a need and an opportunity, saw an opening, and plunged into the waters, swimming strongly.

The danger in writing any book like this—listing concerns, questions to address, checklists to complete—is that it may stifle your most valuable assets—your initiative, impetus, and energy. As you digest the chapter you have just read, keep in mind that many of the programs did simply "begin," without fanfare or dissertation-level research. Many informally touched some or all of the bases we've identified. A number of champions had the good sense to trust their well-honed instincts as a source of answers to start-up questions.

BASIC PLANNING CHECKLIST

- Student placements in community service will be decided by (the community service staff at the school) (the teacher) (the student)
- Students for the program will be recruited through (specific classes in academic disciplines) (class year) (student club) (students who meet preordained criteria)
- Staffing/adult leadership for the program will be provided by (teachers) (guidance counselors) (community volunteers) (agency representatives)
- Teachers will be drawn from (line positions) (extra-curricular advisers) (building assignments)
- Objectives for the program will include those which are (altruistic) (career-oriented or related) (curriculum-related)
- Service projects will be decided by (students) (teachers) (adminstrators) (a combined committee) (a sponsoring civic/community organization)
- _____ hours of service per week/month will be (requested)(required)
- Students will be provided (credit with grade) (no credit)/(part of a credit) in school
- Students will be (graded by teacher) (graded by sponsoring agency) (graded by both) (not graded but given credit) (not graded and not given credit) for their work
- Students will reflect upon their experiences in school and community service through (journals) (assignments) (tests) (class discussion)
- The success of the school or community service program will be evaluated by (a written pre/post instrument) (an interview with specific parameters)
- The overall duration of the student's community service will be

_____ hours of service
_____ days or weeks within a semester
_____ days or weeks within one academic year
_____ hours over the entire academic career

- Transportation for student service activity outside the school will be provided by (the students themselves) (the school) (the community agencies where the students provide service)
- The budget for this program will consist of funds for (stipend for staff coordinator) (transportation) (publicity) (meetings) (student and community organization recognition) (clerical assistance) (xeroxing) (telephone) (office supplies)

CHAPTER III

GETTING UNDER WAY

An agenda for starting up will probably include generating support from others in the school; developing rationales for various options that might be adopted; helping to decide on the best option(s) for your school; securing broad representation from the school and the community in planning and implementation; making systematic evaluations of progress to share with students, staff, and administration; and being committed to stay with the effort long enough to give it stability and continuity.

Secure School Support

The complexities of obtaining permission and, beyond that, active endorsement to bring service opportunities into a school depends on the depth and breadth of your goals. It certainly is easier to build on what already exists—through service clubs, individual projects, traditional ties with certain community groups, such as 4-H, Red Cross, or Scouts. Permission may not be a problem at all.

However, if the program will involve student time during the school day, either as an extracurricular activity or part of the curriculum, obtaining permission may include complying with state and local regulations, school district policies, schedules, long-range planning, liability insurance, and budgets.

Seek endorsements of the program as well as permission. These signal needed support and establish connections with the school and the greater community.

Get Help from Fellow Faculty

Don't underestimate the importance of having faculty "bystander" support—reaching out to the faculty and recruiting them at different levels—not necessarily as central movers but as bases of support. Faculty participation does not have to be "all-out." It can take many forms:

- Joining advisory groups, task forces, planning groups
- Developing materials;
- Working jointly with outside partners to monitor the project;
- Participating in an assessment of school and community needs and assets;
- Reviewing proposed changes, new programs or materials;
- Trying out new practices or materials in classrooms;
- Designing evaluation criteria and helping to evaluate progress;
- Participating in seminars to review the program's premises and progress;
- Accepting time and work commitments to develop the project;
- Sponsoring students as volunteers in an organization they know.

Preceding the general organizing meeting may be an in-school administrative planning session, beginning with the establishment of an informal base of support, progressing to formal faculty discussions about projects and the integration of service into the goals and expectations of the school.

Faculty members offer a wide range of talent and expertise. Some faculty members agree to take part in joint committees with students to plan and operate a program. Others be interested in obtaining continuing education units or credits for advancement and professional development through participation.

Form Students' General Attitude Toward Service

A major challenge is activating latent student interest of changing the student body's attitude toward service to a positive one, and integrating service as a valued and attractive activity for everyone—or almost everyone— in the school. If this challenge can be met, recruiting individual students becomes easier, the recruits represent a greater cross-section of the student body, and volunteers' efforts are supported by other students.

To capture students' interest and imagination:

- Make sure the administration's commitment to service is clear to all students. Many students will accept service as part of their participation in school.
- Sell the idea by showing students that they are the resources needed to meet school and community challenges.
- Remind prospective students of the school's commitment, so they will look forward to community service as part of their coming school experience.
- Publicly extoll the benefits and attractiveness of service. National organizations can provide some of this information.
- Show role model support using local "star" endorsers.
- Demonstrate support. Provide public accolades for student service via news media, announcements in student newspapers, award ceremonies, etc.
- Don't forget some of the most basic benefits in eyes of teens—being with friends, being with members of the opposite sex, having fun, getting to do something away from school, among others!

One Model of Student Action

A 1983 statewide advisory council on student service and internships in North Carolina suggested a theoretical model for student action.

Focus is designed to help center a student's attention on the service experience. This should include a written agreement with the student that specifies learning objectives, strategies for evaluating student's growth, behavior expectations, and how the program will be evaluated in learning terms.

Orientation and Training help the student understand the skills needed and become familiar with the work setting and the adults who will be helped.

Student Action is the student taking responsibility for carrying out the agreed-upon tasks.

Support involves the school, family, agency being served and the community at large—all contributing to positive reinforcement of the student's goals and motivation.

Feedback or Evaluation occurs when the student sorts through and assesses the information and skills gained, then moves to apply them. Feedback and evaluation could be accomplished through regular seminars and discussions, personal journals, or a final paper or presentation.

Community Agencies

A program in which students become community resources cannot work well without the support of the community agencies where students will serve. These agencies will orient and train students, assess student performance, and provide resources and funding. To attract their support:

- Show how students can benefit the agency's mission.
- Show them how students and their families relate to the agency's mission.
- Let them know of the school's appreciation and how the school will express this publicly—e.g., certificates of appreciation, news release, etc.

What Comes Next?

Whether the decision is in favor of individual service projects, expansion of current extracurricular service opportunities, or a new program, there are minimum steps that should be taken.

- Make sure that the suggested projects satisfy the interests and needs of both the students and the community (or school, if the placement is in-house).
- Designate the person(s) at the work site to supervise student volunteers.
- Arrange a visit to the site for interested students and teachers. A North Carolina guide on service learning says such visits can accomplish several purposes: define the roles and goals of the service experience, preferably through a written contract; ensure good coor-

dination and positive relationships; assure the best ways to implement the program; and ensure that students are involved in decision making.

- Develop written guidelines for each party—student, on-site supervisor, program coordinator, and others as appropriate. For example, "volunteers must never substitute for paid employees."
- Train and orient faculty who will be involved. Some coordinators suggest training for all teachers in order to sensitize them to the value of service programs and to the curriculum possibilities.
- Emphasize student reflection on service experiences. Have students keep journals which record not only their activities, but also their feelings and observations. Hold regular seminars where students can discuss problems they have encountered, changes in attitudes, the contributions they are making, tying their community service into broader understanding of how societal needs develop.
- Design and implement continuing as well as final evaluations of the experience by the student, by the supervisor at the agency, and by the teacher/coordinator.

EXPECTATIONS

Successful program operations hinge on clear expectations and solid recruitment. Expectations form the bedrock for evaluation and continued participation; recruitment of both students and participant agencies must bring in the best partners to meet expectations. The success of young people assisting schools and communities is based on being straightforward about expectations from students and from the places where students serve. Without clear expectations, neither student nor agency might make the investment necessary for service of lasting value.

Making sure students understand what's expected—before they agree to participate—can avoid problems and misunderstandings later. Students should know that irresponsibility, absenteeism, and other lapses that create problems at the service agency will be summarily dealt with.

Equally important is to make clear to the host agency that its personnel must have an understanding of students' legitimate expectations. Nothing can turn off an idealistic young person faster than to be promised fulfilling, meaningful involvement in helping others, only to wind up sweeping floors.

One student community service program outlined responsibilities of students in an "agreement" signed as a contract, and emphasized to participating agencies that students were expected to:

- *Attend*: The school expected 100 percent attendance; any reason for not showing up at the service site had to be given beforehand and be as valid as those required for school absence.
- *Perform* at their highest level of ability and responsibility.
- *Participate* in problem solving. Problems should be expected, and it is part of a student's learning experience to solve these independently, when possible.
- *Reflect*: Students are expected to keep a journal or log and submit a final evaluation. In addition, specific reading and observational assignments will relate to their service experience.

Riverside University High School in Milwaukee developed a very detailed student evaluation form for the field experience sites to use

Riverside's agreement with participating agencies spells out the expectations of the agency to provide:

- A clear-cut job description that defines work objectives for and skills to be developed by the student;
- A definition of the supervisor's role which includes on-the-job guidance, establishment of an instructional schedule at the agency, and liaison with the school coordinator;
- The agency's responsibility to acquaint its regular staff with the student, orient and train the student, and work with the school coordinator on evaluation;
- Specific times and places for service;
- Training and experience in specified skill areas such as leadership, planning, budgeting, communication, cooperation, self-expression, and problem recognition and resolution.

For its part, Riverside agrees in writing to:

- Provide a choice of applicants;
- Assist in development of a training program;
- Make at least twice-monthly on-the-job visits;
- Regulate students as though they were attending classes at the high school;
- Provide a comprehensive form to assess the student's strengths, weaknesses, progress and special abilities.

One key to successful work with a site is identifying a supervisor who will have high rapport with teens. Of particular importance to young people is the opportunity to work with and for someone who genuinely wants them to participate, gives them time and encouragement to learn their responsibilities, makes them feel welcome, and supports their efforts with praise and guidance. It may take time and finesse to find the right people, but it's worth it.

Recruiting Students

You've decided on the type of program you want to develop, set up a plan, and established expectations for those who will be involved. The next step is to recruit students.

A core of interested students is sure to exist already— those who belong to service clubs, who are active in church or such groups as the Scouts, who have been motivated through their studies to be interested in social concerns and citizenship. Enlist a number of them as a core group to help develop strategies to broaden student involvement. Steps might include:

- Surveys of students to find out who is interested and the depth of that interest, as well as to publicize the new effort toward service;
- Campaigns to educate students about the needs they can meet (e.g., a walking tour of nearby sites needing volunteers, or of school problem areas);
- Emphasis that community service can be fun, using logos, T-shirts, music, and drama to spark interest;
- "Each one reach one" recruitment drives in which every student serving as a volunteer agrees to bring another student into the program;
- A specific schoolwide project that may be short-range but will lead to a desire for more intensive service experience;
- Concentration on attracting students who might not ordinarily agree to participate or might never before have been asked.

Reasons

There are a lot of reasons why teenagers might want to volunteer—to meet new friends, to do something with friends, to help others, to explore a career, to learn new skills, to list as accomplishment on college or job application, to help pay back the school or community for personal support, to be part of a new trend, or to help someone or some institution who asked. Even non-joiners can find satisfaction—either in a conducive group or in individual one-on-one projects.

After Recruitment

A recruitment campaign needs immediate followup. Having generated interest, you need to be ready to involve students quickly to capture their enthusiasm.

One initial activity could be to define service needs within both the school and within the community. Either individually or in teams, students could:

- Walk the neighborhood or area;
- Research the agencies in the community, identifying those most able to use substantial student help for in-depth interviews;
- Interview school and community leaders on the needs they see which students could fulfill;
- Survey students and teachers about services which are needed within the school, e.g., laboratory assistants, peer tutoring, student ombudsmen, advocates, or mentors;
- Investigate existing programs outside the school which you might want to work with your school.

For example, the Quest National Center is working with the Association of Junior Leagues on Project LEAD (Leadership Experience and Development), which pairs young people with adult mentors for volunteer projects. Teams of an adult leader, a teacher, and four students go through a two-day leadership seminar and then implement local projects. LEAD teams have mounted such efforts as an arts festival for the handicapped, food and clothing collections for flood victims, and "adoption" of a nursing home.

Another example of an outside project with in-school ramifications is the Washington State Governors' School. About 100 juniors selected from high schools throughout the state attend a summer institute where they study community, state, national, and global issues, learn the techniques of involvement, and are paired with mentors from their communities to plan and implement yearlong service projects that involve other students.

Work With Agencies

Once you decide on the agencies or community resources to be contacted, how best to approach them? Begin

with a visit just to get acquainted, or make a first contact by letter, explaining why you are interested in the agency. To develop good relationships with agencies, make clear to them that you will meet their needs, that your projects won't create administrative overload, and that the experiences will be enjoyed on both sides.

Conrad and Hedin, in their handbook on student service, suggest the ground to be covered in discussions with agency personnel, including the aims of the program, the number of student volunteers the program might provide, for how many hours and when, the level of supervision expected, the demands of the agency, the types of work that are appropriate, and what the volunteers should expect to get out of the experience.

"Years later many of my students return and tell me that the most valuable time they spent was when they were permitted to work in the soup kitchen. The books on poverty that we studied were good, but nothing like the experience of being with the poor. When students ask me if they can go again, I tell them yes — on your own time. And they go."

Teacher of social justice course
Archbishop Carroll High School
Washington, D.C.

Resources

The greatest resources you have are students themselves. There is usually a need for financial support, though. Here are some methods used by programs we surveyed.

- Use local community or foundation support to supplement the salary and expenses of a program coordinator.
- Use volunteers to help volunteers—a bookkeeper loaned from a local business to help with budget, free taxi rides from local company to get students to voluntary agencies, parent aides to help with administration.
- Ask the host agency to provide transportation for students, to train students, to include student volunteers in their insurance liability programs.
- Get a nearby college to help provide training, surveys, student coordinators, site supervisors, evaluators and other in-kind assistance; seek help from retirees as program volunteers.
- Convince local public relations firms or departments to help with promotion and publicity.
- Ask businesses to sponsor awards programs, scholarships for outstanding volunteers, and other events.
- Enlist the electronic and print media, getting their support for suitable public recognition of participants.

CHECKING ON THE NUTS AND BOLTS

Every program has certain housekeeping chores. Managing student services, particularly off-campus experiences, presents issues that teachers and administrators might not ordinarily encounter.

These nuts and bolts issues may require hard work, but they have enormous payoffs for the program and for the school.

No guidebook can cover all contingencies. Each service program will be unique. But let's look at some common concerns—training, transportation, time management, liability, funding, recognition and rewards, and promotion.

Training

To be a successful volunteer requires more than good intentions. There is some advantage to spontaneity—letting the enthusiasm of young people for an immediate cause carry them through—but if service is to become a permanent feature of the school, not a hit-or-miss endeavor, the program should have a well-planned system of training students to get the most from their experience—and contribute the most.

However the project is grounded—through the curriculum, via an elective seminar, or in a service club/project meeting—students should be introduced to basic concepts of volunteering. These concepts can embrace a variety of basic leadership and cooperative group skills, such as communication, decision making, problem solving, and planning. They may also examine how to help and care for others—such as the elderly, young children, or the handicapped. Students may be encouraged to look at the role of volunteerism in the American democracy or to examine specific issues, such as hunger and poverty, to help them understand the specific roles they will be fulfilling, such as volunteering in a soup kitchen.

Training Hints

The college students and recent graduates who a few years ago formed the Campus Outreach Opportunity League (COOL), a network of student-run community service programs, have some helpful ideas about orientation and training of volunteers.

Preparing for the first worksite visit, the student should know or have:

- purpose, goals, and structure of the worksite;
- background information on the people in the program;
- the role of volunteers at the worksite;
- a description of what the first day will be like;
- a contact person to report to;
- a chance to ask questions about the program;
- an opportunity to be introduced to staff people and other volunteers with experience in the program.

Training on site should include:

- goals/objectives of the community agency and its program;
- background about the people served by the agency;
- a history of the program;
- a history of the agency's work with students;
- the roles and expectations for students in the program;
- information and skills training which will be given.

The coordinator might "walk through" a typical service assignment. Remember to ask students for feedback about the training they have received.

Transportation

At the senior high level, students often can take care of transportation on their own, either driving themselves or arranging for parents to help out. With younger students, you need to focus more on the transportation issue. If the program is in a city, public transportation can be used. A special fund should be available to cover transportation costs so that no student is left out if short of money.

Coordinators could drive students in their own cars or arrange for use of school vehicles. Some schools have activity vans for just this sort of use. Retirees might be willing to help, too.

Community agencies also may have transportation available.

When a school is not close to community agencies or other service sites, opportunities for service may have to be arranged within the school or for after-school and weekend times. Another possibility for service recipients is to come into the school, to the students.

Time Management

Students may not always be realistic about how much they can actually do. Many students who participate in extracurricular activities tend to try to do it all—be involved in several major activities and maintain good grades at the same time.

Making a substantial contribution to school or community takes time. Coordinators need to make sure students understand the nature of the time commitment and its importance, counseling students not to overreach.

Depending on the needs of agencies and the arrangements that are possible, it might be desirable to concentrate a student's service experience in one agency, for more hours in fewer weeks— to provide an intensity that will help the student benefit without many of the problems of time management.

Liability

Fears of liability might put a damper on a program, usually because of a lack of information or misinformation. Service programs are no more—and sometimes much less—risky than other student activities, many of which are conducted off-campus, e.g., "Outdoor Education" clubs, ski clubs, traveling choral groups.

In most instances, a school's liability insurance provisions will cover transportation and off-campus placements—but be sure to check on this. Private drivers, such as students, parents, or coordinators, should check their personal liability insurance coverage.

Certainly, as with other off-site school programs, parental approval should be obtained in writing.

Many community agencies have liability insurance that covers volunteers. Under a formal contract or agreement with an agency, such coverage could be stipulated.

No program we surveyed raised the liability

or insurance issue as insurmountable or even as a major concern.

No insurance policy can compensate for thoughtful commonsense policies and procedures and a well-trained and informed staff. Exercising due care is at the heart of the negligence issue, experts emphasize.

Funding the Programs

Sources of support for service programs run the gamut—from the traditional bake sales and car washing revenues raised by students to major appropriations or grants from the school district or the community.

In some instances, the costs of a program may be insignificant. In one state, dozens of community service projects organized by high school students are underway in a program that has received national recognition—yet no student group receives more than $200 to conduct its project.

This program is SerVermont, operated by only one coordinator and an assistant out of the coordinator's home—a renovated one room school. High school teams—four to five students, one member of the high school faculty, and one person from the community—organize to perform a specific service to the local community.

The projects frequently grow out of the curriculum—a physics class studies the impact of a proposed change in the course of a stream through the community; students in a history class study the causes of homelessness volunteer to help renovate a local shelter for the homeless. English classes work with the elderly in the community to produce a calendar; choral and instrumental groups find out the favorite music of patients in a nursing home and put it into a concert which they then perform for the patients. A government class studies crime as a public policy issue, then initiates a crime prevention program.

The small grants made to these projects by the state office cover transportation and supplies—they may not be used to pay students for the volunteer work.

In Boston and Los Angeles, local foundations work with service programs in individual high schools, helping with training and supplementing salaries of coordinators. Many local communities—and a few states—now have education foundations which provide small grants for innovative projects in individual schools.

Where service is a part of the curriculum, the expenses, of course, come out of the operating budget of the school—for salaries, materials, etc. The School and Community Service Program, an elective course for students at the Fort Lee High School in New Jersey, is estimated to cost $50,000 a year—for the full-time coordinator, transportation, and materials.

Service programs can seek creative supplements. For example:

- to secure student supervisors at agencies, tap local campuses for students willing and trained to supervise;
- for training, get community agencies to donate services of their current trainers;
- For awards or a celebration dinner, ask local businesses to sponsor program, meal, awards, decorations;
- For transportation arrangements, ask local taxi companies to donate rides or ask the city to provide discounted fares.

Recognition and Rewards

Students deserve to have their contributions recognized by peers, families, news media, and the community. Recognition programs can create a sort of synergy—they not only give a boost to the volunteers, but also can inspire other students to try community service. They can broadcast to the community the students' good work on the community's behalf. Rewards can be simple and direct—a credit hour for every "x" hours of community service, a special school letter or award for those involved in service.

For in-school recognition, schools could:

- Select "volunteers of the week" or month or year and promote their accomplishments;
- Develop an esprit de corps—a clubby atmosphere, special jackets or T-shirts for participants. Give participants prized, visible roles at programs, special events, and occasions when the school goes out into the community;
- Invite active student volunteers to speak to students in other schools and to community groups about their service experience;
- Hold an annual recognition program, such as a dinner, to give prestige to the program and public recognition to the student participants;
- Let students know that their service will become part of their school record, and that college admission, offices tend to look favorably on volunteer service;

- Write letters of recommendation and/or commendation for the volunteers;
- Ask local media—radio, TV, newspapers, and magazines—to feature stories on teens' success in helping solve community problems.

Positive Communication

The program can become a very positive communications vehicle for the school, giving entree to public leaders and to the media. For example:

- develop awards for those that agencies which cooperate with the community service projects and arrange a public recognition ceremony each year;
- enlist the support of community leaders, such as mayors, school board presidents, and businesspeople, in recognizing contributions both by students and by community groups;
- draw media attention to awards and to unusual service assignments;
- ask local businesses to help sponsor recognition programs, a move that not only will help meet costs but also involve businesspeople in the spirit of the program.

Promotion

Students sometimes complain about the bad press they get. Dwelling on problems and dysfunctions, media coverage of youth often emphasizes the difficult and troublesome.

Students helping solve community problems offer natural positive stories for the press. Despite complaints that the press is only interested in crises and problems, civic volunteer work gets good coverage in many communities. Help the press go beyond short features on individual students or projects. You might:

- invite reporters to accompany students on their assignments or to sit in on a class discussion of the service experience;
- tally up the dollar value worth of the service performed by students during a semester or year;
- meet with the editor, public affairs manager, or editorial page manager; explain the philosophy and accomplishments of the program;
- share excerpts from student journals with the media—with the permission of the students;
- arrange interviews with persons who received the service.

News releases are important, but community service programs have such remarkable personal stories, warmth, challenge, and excitement that it is worth the effort to draw the media into the programs and into contact with students as they work.

The media are not the only audience. For example, the school system's newletters to staff and parents should carry information and features about the program. A community outreach promotion might include an annual report on the program sent to all community agencies and community leaders. PTAs, PTSAs, and PTOs have extensive local, state, and national networks. They can help spread the word.

ADVICE FROM THE EXPERTS TO THE ADULTS

(Words of Wisdom from Students Involved in Service)

- Teachers and guidance counselors need to suggest participation in service programs to students who feel unattached, who do not know where they fit in, or who are struggling, as well as students who excel.
- Both counselors and teachers need to be "sensitized" to the benefits of community service. Specific training can help raise consciousness a about the value of such service.
- Teachers in most cases hold the key to promoting and using community service because they are in daily contact with students, while counselors are busy with other responsibilities.
- Students can acquire and build a variety of skills through their community service—intellectual, social, developmental.
- More traditional service clubs, such as the Key Club, can take on and execute well very substantive and tough community service tasks.
- Adults in the program should underscore recognition of students and what they are doing.
- Students need help with time management because at least some of those who get involved in service work are active in other projects and obligations, and may overcommit themselves.
- Administrators and teachers should be ready, if necessary, to intervene to keep service programs from looking as though they belong to one certain group in a school, or to just girls or boys.
- Administrators, counselors, teachers—and student leaders—can create an atmosphere in the school in which it is "cool" to get involved in community service.
- Students and teachers need to remember (and sometimes be reminded) that community service is fun, too!

A CHECKLIST FOR RUMINATING

- How can a service program fit in with the existing goals of the school?
- What has been the experience of the school in making changes, especially innovations?
- What is the attitude of the school, as expressed in regulations, policies, disciplinary measures, toward student independence and responsibility?
- What values dominate the "cool" group in the student body, and what effect would these values have on the acceptance of a service program?
- What is the attitude of the faculty/administration toward community service as an educational process, not just an extracurricular activity?
- How much support is there in the school for the time commitment, possible inconveniences in student schedules, and potential costs of a community service program?
- How could community service meet different needs of students? Is there a role for it in preventing students from dropping out?
- How much support is there for developing a quality community service program? Do faculty and students understand the obligations of a quality program?

AN OPERATING CHECKLIST

- Have you set the objectives for the program to meet?
- Have you decided about credit, how to award it, the number of hours of service to be required of students, arrangements for in-school or after-school time commitments?
- Are transportation plans worked out, along with plans for contingencies?
- Are the students covered by parental permission and, where appropriate, liability insurance?
- Have district or state policies and regulations, e.g., health and safety regulations, been checked to make sure that the program does not violate them?
- Have appropriate local labor unions been contacted to determine their attitude toward student volunteers in agencies?
- Does the organization of the program provide for management of necessary paperwork—agreements with agencies, contracts with students, forms for parental consent, forms to keep track of volunteer time, evaluation forms?
- Has an annual budget been prepared and has funding been sought to cover expenses not provided by the school budget?
- Have community agencies been contacted to determine their needs, the arrangements for student workers that need to be made, the availability of good supervisors, and their willingness to provide a quality experience for students?
- Have announcements been readied to prepare the community/press for the launching of a program of youth service to the community?
- Have key students been contacted for their opinions? Have students been surveyed to obtain ideas about the acceptance of the program and the interests of students?
- Have materials, meeting rooms, an office, telephone access been arranged for?

PROFILES

Alphabetized by State, City

Youth Community Service
Constitutional Rights Foundation

601 S. Kingsley Drive
Los Angeles, CA 90005
(213) 487-5590

Contact: Cathryn Berger Kaye

Youth Community Service is a project of the Constitutional Rights Foundation, in cooperation with the Los Angeles Unified School District, with primary funding from the Ford Foundation. Students in the 22 YCS high schools develop leadership skills and apply them in service projects in school and community. One YCS student explained, "For me, YCS is knowing, exploring, and learning to be aware of my environment. Through YCS, I learn to take time for serving the community."

Students attend an overnight retreat filled with workshops, discussions, simulation activities, and an opportunity to share ideas with peers and outstanding community leaders. With the assistance of specially trained teacher sponsors, students meet regularly to continue skill development and to plan and implement service activities. Adult community resource volunteers assist and advise. The director of YCS stressed that the adults teach *leadership* skills and "give students the opportunity to take their own ideas and make them happen."

Activities and assignments which emphasize academic skills in conjunction with leadership tasks have been printed as a YCS leadership training manual. Academic credit may be available for student participants.

Since its inception in 1984, YCS projects initiated by students have included literacy tutoring, painting trash cans to cover graffiti, feeding the homeless, "adopting" children and grandparents, and much more. Each year YCS selects project themes upon which to base their work. During its third program year, for instance, YCS selected three themes: school and community beautification, children, and senior citizens. Acting on the theme of community beautification, one YCS student spent the summer before his senior year organizing an anti-graffiti project dubbed "Wipe-Out Weekend" (W.O.W.) Eight hundred painters aged 3 to 65 years covered graffiti on schools, freeway underpasses, park structures, and trash cans at sixty sites around Los Angeles. YCS has continued this effort, with more paint-outs and mural paint-ons in their continued fight against graffiti.

In recognition of the Bicentennial of the U.S. Constitution, YCS embarked on a year-long commitment: "Welcome To America," projects to help immigrants in Los Angeles schools and communities. One YCS student, an immigrant himself just a few years ago, said: "The struggle to learn English was hard for me, but the feelings of loneliness and uselessness were even harder to bear. Eager to make friends and to show others my ability, I joined YCS...That decision later became a major turning point in my life...I hope someday I will be able to help a thousand times more people than what I can do today, and make our communities into a better world."

San Francisco Peer Resource Programs

1950 Mission Street, Room 7
San Francisco, CA 94103
(415) 626-1942

Contact: Ira Sachnoff

The first Peer Resource Center in San Francisco was started in Galileo High School in 1980 with the help of the San Francisco Education Fund, the San Francisco United School District, and the McKesson Foundation. The program sought to meet a need for one-on-one attention for students. Students were trained to

be counselors for their peers. The program quickly spread from Galileo to three other schools— McAteer, Wilson, and Washington. In 1984, Peer Resource Programs was created as an umbrella organization. Currently, nine high schools and ten middle schools have Peer Resource Programs. Other foundations have joined the original funders.

The Programs include Buddy/Friendship Projects, Peer Tutoring, Peer Counseling, Violence Prevention, English as a Second Language Rap Groups, classroom presentations, and others. All Programs focus on training their students to address the needs of their own school. Participating students receive intensive training in communication, counseling, self-awareness, and decision-making skills, and, in the case of the Violence Prevention programs, conflict resolution skills. These are taught during the school day.

Buddy/Friendship Projects pair upperclassmen with new students, to make the transition to a new school as painless as possible. Students teach their "buddies" basic survival skills, in addition to helping them with schoolwork and personal issues if needed. This program is available to any student in the school on request.

Peer Tutors help over 7,000 teens each year. Tutors are selected on the basis of expertise in subject areas and willingness to be trained in communication skills. Students do all the tutoring; adults act as trainers, supervisors, and helpers. Peer Counseling Programs are designed to keep the schools as crisis-free as possible. Counselors serve almost 7,000 students each year; they work with their peers in a variety of potentially volatile areas, such as drug and alcohol abuse, suicide, campus violence, and child abuse.

In the Violence Prevention program, students act as peer educators. The ESL Rap Group gives immigrant students a comfortable place to practice their English and become accustomed to their new culture. Classroom Presentations involve the students as peer educators. In each program, the Peer Resource philosophy is evident—"everyone has something valuable to offer, and students can act as valuable resources to each other."

Youth Who Care, Inc.

P.O. Box 4074
Grand Junction, CO 81502
(303) 245-4160

Contact: Illene Roggensack

Youth Who Care (YWC) organizes a wide range of activities, most of them centered in the schools. The majority are intended to provide positive experiences that promote a "high-on-life" substance-free existence. These activities combine the local passion for outdoor recreation in Mesa County with important educational messages.

School-based activities include YWC clubs in seven schools, YWC 3-D (Don't Drink and Drive) teams, and a speakers' bureau. These groups organize outreach, recreational, and competitive activities, and public awareness, and media campaigns. Teens work as volunteers in hospitals, museums, and wherever else they are needed.

The teens annually raise an average of $8,000. The project's total budget is $57,000 annually. The two main sources of funds coming are state Department of Health, Alcohol and Drug Abuse Division ($14,000) and the VISTA Volunteer project ($15,000). Foundations and corporations account for another $8,000 of the budget, and Mt. Garfield Plumbing and Heating allocates $6,000 for office space and utilities.

Young people are actively involved in planning and implementing all aspects of the program, working closely with representatives from all sectors of the community. In the past year, the project directly served over 10,000 people and indirectly reached another 40,000—well over half the population of a county that is suffering economic hardships due to the decline in its once booming oil industry. A high percentage of teens participating in YWC, from both high-risk and low-risk groups, choose to continue their involvement in the program. The YWC project has been replicated in other Colorado communities and around the nation.

Community Laboratory Project
Benjamin Banneker High School

800 Euclid Street, N.W.
Washington, DC 20001
(202) 673-7322

Contact: Vernita L. Jefferson

Banneker, a model academic high school, includes the "Community Laboratory Project" in its curriculum for grades 9-12. When the school was founded in 1981, community service was

an integral part of the curriculum. Through Community Lab, Banneker students have been able to explore personal and career goals beyond the classroom. Both students and the community have reaped benefits.

"Tutoring taught me to have patience," said one student who was helping younger children. Another student, working as Congressional intern, explained, "My supervisor taught me many things that I would never have learned in the classroom." Students have even been offered full-time summer jobs because of their volunteer positions.

Sometimes service work alters the direction of career goals. One student, assigned as a candy-striper in her sophomore year, plans to continue her work in the hospital for the remainder of high school, and has decided on a career goal—she wants to be an obstetrician.

Freshman and sophomores receive one-quarter credit for 45 hours of service. Juniors and seniors get one-half credit for 90 hours of service. Each student must have 1.5 community lab credits to graduate.

During their freshman and sophomore years, students are generally assigned to serve in schools, day care centers, libraries, or hospitals—all within walking distance from Banneker or near their homes. Junior and senior students are encouraged to assume primary responsibility for determining how they will meet their service requirements.

Generally, students volunteer one to three hours per week. They are responsible for their own transportation. Every other Wednesday, the school day is shortened 75 minutes to allow students extra time in meeting their Community Laboratory requirements.

Students receive a general orientation to Community Lab when they first come to Banneker; site directors are also invited in for a training program at the school. Students are also trained at their respective sites. Funds come from the general school budget; the Guidance Department is in charge of administration.

One student explained what seems to be Banneker's general sentiment towards Community Lab: "I've been shown something that comes only with experience: how to manage myself, to do without favors, so that I can do more for, and gain more from, individuals and society as a whole."

Community Service/Awareness Action

Sidwell Friends
3825 Wisconsin Avenue, N.W.
Washington, DC 20016
(202) 537-8180

Contact: Carla Gelband

Sidwell Friends has a three-pronged community service program: the Community Service requirement, a Community Awareness course, and the Community Action Committee. All students complete a minimum of 30 hours of service work, which must involve direct contact with the disadvantaged. The work must be completed within one calendar year prior to the beginning of senior year, or the student will not graduate. Freshmen must take the Community Awareness course for one quarter twice a week. The course introduces the students to societal problems that they might encounter, such as hunger and aging.

The Community Action Committee (CAC) is entirely voluntary. It is one of the largest committees in the school. CAC completes at least one special project a month and runs long-term projects such as the "Sandwiches" program, in which 200 sandwiches are made each week to go to soup kitchens. Other CAC projects have included working with the elderly, the handicapped, and the infirm, as well as tutoring young children in the basic skills and working side by side with the poor. Training, where needed, is done by the site supervisor. All students have easy access to a full-time administrator for Community Service who can offer guidance regarding site placements, problem-solving, decision-making, and other concerns. At the end of their projects, students write an evaluation of their service experience.

The Community Service Program at Sidwell Friends functions on a yearly budget of $1,500 supplemented by funds raised at weekly bake sales and other events organized by members of the CAC.

Youth As Resources

c/o National Crime Prevention Council
733 15th Street, N.W., Suite 540
Washington, DC 20005
(202) 393-7141

Contact: John A. Calhoun

Boston: Teens as Community Resources
20 West Street
Boston, MA 02111
(617) 426-9800
Tim Cross

Evansville: Youth Resources of Southwestern Indiana
405 Carpenter Street
Evansville, IN 47708
(812) 428-7593
Phyllis Kincaid

Fort Wayne: Youth As Resources, c/o YMCA
226 E. Washington
Fort Wayne, IN 46802
(219) 420-0700
Donna Koehlinger

Indianapolis: Youth as Resources/I.U.Natatorium
901 W. New York Street
Indianapolis, IN 46233
(317) 274-8605
Paula Allen

Young people in schools in all four of these cities are actively involved in projects they designed to improve their community (or school), to meet real local needs. Boston's program, funded directly by the Boston Foundation, and the three Indiana sites, funded through NCPC by the Lilly Endowment, were generated by NCPC's belief that involving young people in meeting needs of the community will develop their sense of stake and role in it.

In each of the four cities, a board representative of a broad spectrum of community leaders concerned with youth, as well as young people themselves, heads up the program. The board advertises for grant proposals, screens and votes on the grants (from $100 to $5,000) to be awarded to projects in a variety of host agencies including schools, monitors the grantees' projects, and provides recognition to project participants.

Youth as Resources involves all kinds of students—from former dropouts to Honor Society members, from nonjoiners to class and school leaders. Young people are required to take the lead in project development and management, although they may work with adults.

Boston's program funded 80% of its first round of projects with school-based programs. Teen activities included building a playground for a women's shelter and cleaning up one of Boston's harbor island parks.

In Evansville, teens have built houses for older people and taken under their wing youngsters who are residing in a shelter for battered spouses. Groups in Fort Wayne built a playground for a day care center and provided college briefings for interested students. Teen-led projects in Indianapolis included helping inner-city youngsters prepare for summer camp, assisting senior citizens with chores and clean-ups, and teaching younger children drug abuse prevention.

Although Youth as Resources is based in the community, it engages teens from a wide range of secondary schools. Its core belief is that through teen-led service, teens will grow and learn, and communities will be richer and better off both now and in the future.

"Duties to the Community"

Atlanta Public Schools
Office of the Assistant Superintendent
for Planning and Expanded Services
2960 Forrest Hill Drive, S.W.
Atlanta, GA 30315
(404) 766-0551

Contact: Barbara I. Whitaker

"To enhance student understanding of the responsibility of good citizens to help others" was the reason the Atlanta Board of Education approved "Duties to the Community" as a requisite for graduation for the class of 1988. Through a minimum of 75 hours of volunteer work done during senior high (grades 9-12), the students are able to acquire coping skills, to see how their community works, and to learn that they can make a difference. Under the supervision of the school staff, Atlanta's high school students may volunteer at any "character-building" non-profit organization approved by the Atlanta Public Schools. These include hospitals, churches, child care centers, and schools. The agencies serve as learning labs where the students can involve themselves with the needs of people of various ages and backgrounds.

Orientation is an integral part of the PECE (Program of Education and Career Exploration) for ninth graders. Orientation for students exempt from PECE is provided by an advisor. The course was developed by staff members of the Planning and Expanded Services Division (PESD), who have primary oversight responsibility. A PESD staff member serves as liaison to each of the three geographic school areas. The liaison contacts service agencies, approves agencies, disseminates agency information into the schools, visits agencies, and collects feedback from both students and agency representatives.

Daily operation of the course rests with the local school staff. The 75 hours of service are tracked in a relatively simple system by the student, agency staff, and school advisor. Each student submits an essay or journal which is evaluated by the advisor and judged acceptable by members of the school's English Department. One-half unit (7 1/2 hours of credit) is awarded to each student upon completion of the requirements.

Atlanta students working in the community is not a new phenomenon. The Youth Challenge Program, an alternative education program, existed in the school system for ten years. Students received academic credit for supervised experience at system-approved off-campus work sites. What is different about the Com-

munity Service course is its required status. The administration feels that requiring community service allows all students to improve basic skills, prepare for gainful employment, and become better citizens.

Pollution Control Center

Oak Park and River Forest High School
201 North Scoville Avenue
Oak Park, IL 60302
(312) 383-0700, ext. 2174

Contact: Ed Radatz

Two students at Oak Park and River Forest High School worked with faculty and administrators to plan a Conservation Workshop for the first Earth Day in April, 1970. That workshop brought environmental experts to educate 4,000 students and citizens. The need for continuing environmental education became evident to both students and faculty. The Board of Education instituted environmental science and field biology courses. Earth science, physical science, biology, and other courses now stress environmental topics.

The Pollution Control Center (PCC) at Oak Park and River Forest High School was also created in 1970. PCC is open each school day, staffed by student volunteers who answer requests for information on environmental subjects, speakers for schools or clubs, or other services provided by the center. Students use the center as an operations base. At local elementary schools that lack other environmental training, teams of PCC students speak to students in kindergarten through eighth grade, focusing on basic ecological concepts and guidelines to follow both at school and at home, increasing their environmental awareness. Teachers are provided with followup material and can request additional information from PCC. PCC students also give anti-smoking workshops at the schools. Students are often asked to speak to local organizations.

PCC students participate in environmental workshops through a special scholarship fund. Participants must report to the Biology Club as well as to any community groups from which they have received funding. Scholarship funds are also raised through school fund-raisers and corporate grants.

PCC works closely with other groups such as the Student Council and Tau Gamma (another student service organization) topromote environmental awareness and youth involvement in the community. PCC has also set up a Permanent Recycling Program and works with the community's Environmental Advisory Committee.

Mindstretchers

Grissom Middle School
13881 Kern Road
Mishawaka, IN 46544
(219) 633-4061

Contact: Dennis Bottorff

Mindstretchers service program selects 25 ninth grade students, based on their leadership potential, level of commitment, and other qualities, and challenges them to apply their skills for the betterment of school and community. A candidate profile is developed using specific criteria. Mindstretchers' director, Dennis Bottorff, makes the final selection after consulting other teachers. The group has four goals: to stretch their minds in school through academic games and "quiz bowls"; to stretch their minds outside school through field trips suggested and arranged by the students; to serve the school through the promotion of esteem-building activities; and to serve the community through projects selected by the group, including such activities as "adopting" an elderly handicapped woman, helping the local public television station raise funds, and helping at the Humane Society. Members receive no academic credit for their work.

The program began in 1984. The program director since the mid-1970's had become increasingly aware that there were too few opportunities for young adolescents to develop leadership and other qualities. After years of reflection, Bottorff developed a plan for Mindstretchers and presented it to the administration, which gave him the go-ahead. Students, in the words of Bottorff, "are able to broaden their understanding of the world and their place in it." Bottorff believes that with service to the community, the participants' self-esteem is raised dramatically.

The students are fully involved in the decision-making process. In meetings they discuss their current service projects and plan new ones. Mindstretchers was awarded a grant of $3,000 by the Lilly Endowment as one of 20 outstanding programs serving the youth of Indiana. This grant provided outside leadership training for students.

Prior to receiving the Lilly grant, Mindstretchers functioned on an "almost non-existent budget." The initial funds were donated by Bottorff, the participants, and the student council.

Mindstretchers' motto is: "Dedicated to lighting up those dark corners in our minds and brightening up our corner of the world." An elderly woman whom Mindstretchers visit, re-

marking on the work that the members have done for her, says: "My heart is so full of love for these kids."

Service Project

Jesuit High School
4133 Banks Street
New Orleans, LA 70119-6883
(504) 486-6631, ext. 256

Contact: Sal Anselmo

Jesuit has the oldest high school service program in New Orleans. Students are required to take the Service Project course in January of their junior year and must work at least 100 hours in the community. Every project must bring a student into direct contact with a person who is disadvantaged.

To complete the course successfully, the student must fulfill a contract with the Service Project coordinator which includes, in addition to the 100-hour requirement, the obligation to write a research paper on a specific current problem or on the history of a problem in the service area where the student is working. The student must also write progress papers and reflection papers. Upon completion of the project, both student and parents must fill out project evaluations. In addition, the Service Project coordinator interviews the student. If the student is involved in an overnight camp or project, then he must also keep a daily journal.

Jesuit High students have worked in the areas of child care, care for the elderly, aid to the handicapped, health care, services for the poor, and tutoring. Students who want to be involved in intense service over a long period of time and who are willing to perform more than the normal allotment of hours can take on what are called "extraordinary projects." These projects have included tutoring adults, working side by side with the poor, and assisting counselors who handle troubled youth.

Thomas Jefferson Forum, Inc.

One Boston Place
Suite 923
Boston, MA 02108
(617) 723-3098

Contact: Jay Davis

The Thomas Jefferson Forum is a privately funded non-profit community service program that helps faculty coordinators within greater Boston high schools develop their own student volunteer programs. The Forum was created in April 1986 by T. J. Coolidge with the goal of encouraging youth in area high schools to become involved in social service programs that make a significant contribution to their overall education and to their development as concerned community members.

The Thomas Jefferson Forum's priority remains "to enrich a student's character and education by connecting him or her with genuine human needs in the community." Students work in convalescent homes, hospitals, shelters, soup kitchens, day care centers, and special education classes. Students from one school redeveloped an area next to a senior citizen complex into a garden and sitting area for the residents of the complex. Students from another high school helped prepare meals each week for diners at a soup kitchen.

Students volunteer three hours each week at their sites. They have the opportunity to reflect on their projects with their fellow volunteers and faculty coordinator through group rap sessions and writing. Through participating in workshops at the Forum's annual conference, student volunteers are able to further develop leadership skills, meet volunteers from other schools, and share their ideas on service.

Community Involvement Program

Hopkins High School
2400 Lindbergh Drive
Minnetonka, MN 55343
(612) 541-7100

Contact: Dan Conrad

Since 1975, thousands of citizens in this Minnesota community have benefited from the time, talent, energy, and idealism of Hopkins students. As program director Dan Conrad emphasizes, the students have gained even more: understanding themselves and other people, learning about their society, gaining skills, practicing citizenship, exploring careers, and overall personal satisfaction. "At Hopkins, we recognize how much is learned through direct involvement with others, and we have made community participation an integral part of our academic program—not just an extra or a frill."

The Community Involvement Program, begun in 1975, is 18 weeks of eight class periods in the community and a two-hour in-class session each week. Offered in both semesters, the program satisfies the social studies requirement for seniors. The Community Involvement Seminar takes place each Friday during two regular class periods. Students share their volunteer experiences, and listen to and support others. Dan Conrad believes a key to the success of Hopkins' program is that its participants reflect both in writing and at the seminar on their ser-

vice work. Classes emphasize sociology, applied psychology, and critical thinking. Students learn "helping skills" and explore issues in understanding people and working effectively with them.

Weekly "Application Assignments" direct students to use the concepts or skills that they have learned to interpret what is occuring at their service site. Each student keeps a daily journal, handed in periodically, which records not only what the student is doing, but also of his feelings about the volunteer work. The student must also submit a detailed research paper dealing with a topic of importance to the service work.

The first three weeks are devoted to "Leadership and Human Service". Workshops develop students' skills in working with people and allow them to gain insight into themselves, examine various options for service, and determine where they will begin their community assignments. Agency representatives visit the class early in the semester to discuss placement opportunities. Students may choose from these or develop individualized projects.

Each student interviewed by prospective agencies, enabling the site supervisior to decide whether the student will benefit, and the student to decide on the appropriate site. If there is mutual agreement, a "Volunteer Agreement" is signed by both. This agreement includes a clear description of the student's tasks and responsibilities, as well as the overall purposes and goals of the effort.

On a typical day, 150 of Hopkins' 600 seniors are volunteering in the community. Students have worked in day care centers, nursing homes, and schools; they have also served as substance abuse counselors and worked for political groups.

All students check in with the program director each day before going to their sites. Perfect attendance and a high level performance are expected of each student. Both student and supervisor evaluate the experience at the end of the quarter and the semester.

Fresh Force

Minneapolis Public Schools
404 South 8th Street
Minneapolis, MN 55404
(612) 340-7670

Contact: Tim Gusk

Fresh Force invites young teens to develop and participate in community service projects. Initiated in 1984, it is sponsored by the Minneapolis Public Schools, the Mayor of Minneapolis, The Pillsbury Company, and United Way of the Minneapolis Area. Fresh Force is a outstanding service endeavour in part because of this unique partnership.

Fresh Force is managed and directed by the sponsors and a Board of Directors made up of 35 seventh and eighth graders drawn from each Minneapolis junior high school. Students are chosen for the board based on involvement in the projects and leadership roles or potential in the schools. They are selected either by the director of Fresh Force or the school Fresh force liaisons.

Each school's program has its own youth leadership. Adult advisors are available for assistance. Three of the ten participating schools have a Fresh Force class for students interested in joining Fresh Force. It trains these students in communication, interviewing, and other general leadership skills one hour each week for eight weeks. After six weeks of the class, the students create their projects. The teachers and Fresh Force staff follow up on all projects.

Minneapolis junior high students are recruited to join Fresh Force through a variety of media—brochures, posters, videos. An extensive marketing campaign is coupled with contributions from public relations firms and printers. A Fresh Force video had a popular Minneapolis band perform the group's theme song; the Minnesota Twins and Minneapolis's mayor danced.

Fresh Force projects involve at least three teens, are sponsored by local service organizations, and are completed within a specified amount of time. Project development training is provided by youth leaders and adult advisors. Costs (up to $500) for selected projects are supported by Fresh Force.

Special attention is paid to orientation and training throughout the projects, whether a Fresh Force class exists in the school or not. One reason for targeting middle schoolers was because early adolescents are easily excited about the issues involved in community service and volunteer readily. Administrators felt that younger teens are especially isolated. Fresh Force functions in part to provide that connection constructively.

The Marshall Service Unit and Volunteer Outreach

The Marshall School
1215 Ricelake Road
Duluth, MN 55811
(218) 727-7266

Contact: Gerry Ouellette

The Marshall School has a long tradition of students serving others. Last year, for the first time, service was made a requirement. The Marshall Service Unit was created to honor a benefactor of the school and to reinforce the school's stated of mission—to instill by experience the need for and value of service.

The Marshall Service Unit's rationale is that, "every member of a community is obligated by virtue of a common humanity to share their abilities, gifts, and energy for the betterment of the community." Students are required to perform volunteer service within the community at least ten hours per year. If a student volunteers for more than twice the minimum, the extra time may count toward the requirement for the following year.

Service is broadly defined as work without pay, or helping others. Students have chosen to work in hospitals, nursing homes, and soup kitchens, to work as babysitters or do yard work for neighbors in need (unpaid). In-school activities include Key Club, Amnesty International, Volunteer Outreach. The school's *voluntary* service program may be counted toward fulfilling the requirement.

Volunteer Outreach is a one-semester elective course for eleventh and twelth graders. Students earn half a credit. Participating students spend five class periods per week for 18 weeks or the equivalent, (approximately eighty hours) volunteering at the sites. If a student does not have sufficient time during the school day to volunteer, he or she may volunteer after school or during weekends. Students directly serve those in need: they have volunteered at food distribution centers, halfway homes, and nursing homes. Students write bi-weekly reflective essays about their projects; these are handed in with a time sheet signed by the site supervisor. Students must also complete a major research project relating to the field in which they are working. Student/teacher/supervisor conferences are regularly held, usually onsite. The student volunteers are trained at the site and are carefully supervised. A coordinator is available to students at any time.

Students are responsible for their own transportation. Funding for both the Marshall Service Credit and Volunteer Outreach comes from local foundations and from the school's general budget.

Community Service Requirement

Metro High School
5017 Washington
St. Louis, MO 63108
(314) 367-5210

Contact: Betty Wheeler

Community service was incorporated into the curriculum of Metro High School as part of its principal's strong belief in the need for "a school without walls." There is little or no resistance to fulfilling the service requirement, When applying for admission, the students are aware of the obligation to community service.

All students are oriented to the program at the beginning of the year. Students develop and arrange their own projects. Metro's principal, Betty Wheeler, believes that this is a good way for the students to learn "how to sell themselves" and also to "how to be responsible." Students are given a letter of introduction to the site together with an evaluation form and the principal's name and telephone number for followup.

At first, Metro had to seek out volunteer sites. Now, because of the program's good reputation, agencies seek out students. The school receives requests from nursery schools, day care centers, nursing homes, and hospitals, among other agencies. Many agencies also request that the students participate in fundraisers, such as walkathons and bikeathons. Students may count their participation in these types of events toward their requirement.

The rationale behind the service requirement at Metro is simply that the students should "give back to the community they came from" in the words of Metro's principal. Wheeler believes that because of their many talents, her students have an even greater obligation to serve the community.

Although many of the students are offered paid positions at their volunteer sites, the stress is not on career development. In addition, many students work in excess of the 240-hour requirement. If a student works 340 hours or more, his or her name is included as an Community Service honoree on the graduation program.

Principal Wheeler also notes that community service can meet a need for students who may have no other outlet for their energies and talents, or help a student to realize his or her

hidden capabilities. One Metro student, a basketball player, began work at the Salvation Army, caring for homeless children. Prior to his first day on the job, he expected to feel foolish taking care of and playing with young children. Once there, his attitude changed completely. The children at the center looked up to him; they had never had a male role model in their short lives.

Students receive training at the sites. They volunteer during their free time, whether during free periods, after school, on weekends, or during vacations.

Community Service Program

North High School
801 17th Avenue North
Fargo, ND 58102
(701) 241-4787

Contact: Nancy Murphy

North High School students may choose to earn up to one credit by participating in the Community Service Program. One-half credit is awarded for each 80 hours of service work performed. After deciding what kind of work he or she would like to do, the student submits a proposal to the program supervisor for approval.

In the past, students have served as tutors in both elementary and high schools, as hospital aides and in nursing homes, nursery schools and day care centers. Participants have also worked at organizations such as the Red Cross, United Fund, and the Chamber of Commerce.

Scheduling is flexible; students work at their respective service sites during their free time, whether during the school day, after school, or on weekends. Students provide their own transportation in all cases.

Family Life/Community and Government

Papillion/La Vista High School
7821 Terry Drive
Papillion, NE 68128
(402) 339-0405

Contact: Doris Harder

In 1975, two teachers at Papillion/La Vista High School developed a one-semester course encompassing two units of study, "Community and Government" and "Family Life and the Community," combined with a strong community service component. The classwork goal is to demonstrate connections among family, government, and community. The community service component develops the students' leadership, communication, and human relations skills. The goals are also linked with the mission of the school—to educate its students to be informed, caring citizens.

The course is team-taught. In "Family Problems" students study issues such as crisis and stress, domestic violence and its relation to crime, and chemical dependence. In "Community Problems" students examine what a community is, the services it provides, and its relationship to government. In addition to the academic requirements, students must complete major projects based upon their experience in both classes. A group of students working with delinquent youths in the court system created a directory of community agencies where youth could fulfill their community service obligation. A student produced a pictorial study of the homeless in conjunction with her work with them. Students have worked in hospitals, shelters, day care centers, and police stations.

Students work 1 1/2 hours every day for nine weeks on site. Participants may use a resource guide to find a position at one of the sites with which the school works, or they may create projects based on their own interests. Creativity is strongly encouraged. Half of the students complete their community service work prior to taking the classroom component, while the other half complete the classroom work first. Students earn one social studies credit for class, and one general elective credit for their community service.

To orient students, the teacher reviews basic dos and don'ts of volunteering, in addition to leadership training, communication-building exercises, and roleplaying. Roll is taken at school before the students leave for their sites each day, and students must sign in and out at the sites. The site supervisor evaluates each volunteer's work at midterm and again at the end of the quarter.

Students keep daily journals, which are handed in weekly and graded. They are also given assignments designed to encourage reflection. The last journal entry functions as a wrap-up and evaluation of their experiences out in the field.

City Volunteer Corps

842 Broadway
New York, NY 10003
(212) 475-6444

Contact: Anthony Effinger

The City Volunteer Corps, funded by the City of New York, consists of two programs—a youth service organization with 600 participants aged 17-20 enrolled for a year of full-time public service and a part-time program designed for high school students interested in a chance to serve their community.

Working in teams of 10 to 15, City Volunteers perform a wide range of tasks through city agencies and non-profit organizations. From 1984 to 1988, CVC provided the city with over 2 million hours of service.

CVC combines service with education. Full-time City Volunteers attend GED preparation, Adult Basic Education, English as a Second Language, and college credit courses. They receive a weekly expense stipend of $81. After a year of service they are awarded $5,000 in scholarship or $2,500 in cash.

Since 1987, high school students have served as part-time City Volunteers. The students volunteer two afternoons after the class day for a minimum of six hours each week. During the summer, students work full-time for eight weeks, side by side with the full-time City Volunteer. High school volunteers are from economically and ethnically diverse groups. In the part-time program's first year of operation, eight schools, and a total of 113 students became involved in CVC. Current recruitment plans draw from many other schools, including private secular schools and parochial schools.

Part-time workers have volunteered at Coney Island Geriatric clinic, the Salvation Army, numerous latchkey programs, and shelters for the homeless. CVC assigns the volunteers to the projects. Working as a team, the volunteers led by a CVC staff member receive training both headquarters and on site. Student volunteers are reponsible for their own transportation, but are assigned to sites near their respective schools and receive weekly transportation stipends. Students working for one semester may receive a $750 scholarship; students who work for two semesters and two summers receive $2,000 scholarships at the end of their service.

All volunteers are required to keep personal journals reflecting on their service projects and their role in them. In addition, volunteers are guided by their CVC team leaders and turn to them for any help or advice that they may need.

Community Service

Shoreham-Wading Middle School
Randall Road
Shoreham, NY 11786
(516) 929-8500

Contact: Winifred Pardo

Since its inception in 1973, many students at Shoreham-Wading have had the option of performing community service as part of their curriculum. "Community Service" was initiated by the principal and backed by the district. The program has also benefited from a gradual increase in non-instructional staff and additional means of transportation. Four groups are served on a regular basis: children in neighboring day care centers, nursery schools, Head Starts, district kindergartens, and Story Hours at the Shoreham-Wading Public Library; elementary school classes where the volunteers team up with the younger students to lead a variety of learning activities; handicapped children at near-by hospitals and Special Education sites; elderly residents of the community.

Although Shoreham-Wading students can make short- term commitments, as younger adolescents may prefer, community service is usually an integral part of a ten-week unit of study the school's social studies curriculum. Either one class, or a team of two classes, participate in the program at a time. The class includes a one-hour visit each week to work at a field site. Much classroom work revolves around each project; orientation sessions using speakers, films, and discussions; reading; journals and other writing; planning for work at the field sites; and evaluation. The primary focus in the classroom is learning the "caring" functions, learning about the groups and ages served, learning cross-age teaching, how to plan, and how to take on responsibility.

The first period of every school day is set aside for small groups of students to meet with one adult advisor. The group deals with the mechanics of the week and then shares a silent reading period often followed by an airing of personal thoughts and feelings. The advisor functions as an advocate, counselor, and friend. In the words of the principal, Winnie Pardo, "The school sees the advisory technique as a means of satisfying its young adolescents' gradual seeking of authority but continuing need for adult supervision and counsel."

Many other service opportunities are offered: hosting young or handicapped children and the elderly at the Middle School and its farm; taking puppet shows, the band, or the chorus into

the community; and running a Thanksgiving Food Drive for migrant farm workers.

Some of the approximately 200 volunteers are mainstreamed handicapped students. In a study about these students, Joanne Urgese noted: handicapped students experience success and receive positive reinforcement, which together strongly enhance their self-esteem. The similarities between the handicapped and the rest of the student population are emphasized while the differences are minimized."

Students share the teachers' and administration's strong belief in community service. As one seventh grader explained: "I really don't like Community Service. I love it! It's much more interesting than sitting in a classroom all day. It's better going out and getting a real life experience. . .you deal with other people and how they act and feel and are." Another student added: "One thing I've learned from going to the nursing home is, you have to experience some things yourself. You'll never know the true meaning of something unless you are there to witness it. To see the people's faces light up as you talk to them is really a happy sight. It makes me feel good all over."

Community Service Project

Union-Endicott School District
1200 East Main Street
Endicott, NY 13760
(607) 757-2181

Contact: William E. Dupkanick

The Union-Endicott School District initiated a Community Service Program for its high school students in January of 1977. Admission to the program is flexible, with the students earning one-half credit for 70 hours of service in the community.

Either an administrator or a teacher may serve as the project director; the director is responsible for recruiting and screening students, making contacts with community service agencies that need volunteers, evaluating the students' work, and counseling the student participants. Students interested in the program are interviewed by the recipient service agency and assigned to a staff member of the agency if accepted. This staff member also provides preservice training for the student. The students perform their community work either during the school day or after school. Students are responsible for their own transportation.

"Crime, Law and Community:" A Student Service Curriculum

John F. Kennedy High School
Kennedy Drive
Plainview, NY 11803

Contact: Dr. Richard Koubek

Student service as part of a political science curriculum? In "Crime, Law and Community," which fulfills the new Participation in Government requirement for graduating from New York State high schools, students combine an examination of crime as a social phenomenon with a study of its impact on themselves and classmates, together with a project to improve community safety.

This curriculum grew out of JFK High School's Project Outreach, a program in which JFK students work in the community to start neighborhood watch, teach crime prevention to elementary schoolers, and design and manage annual community Discovery and Celebration Days, a town-meeting format and a street festival, respectively. Over 200 JFK students are active every year in this effort.

From Project Outreach, Dr. Richard Koubek and criminology teacher Lucille McKearney formed a course to meet Participation in Government's requirements. The course rests on three givens: teens are the age group most victimized by crime; teens are interested in crime; crime prevention is rooted in and fosters civic values and participation. The result— "Crime, Law and Community."

After a three-to-six-week introduction on how crime affects teens and their communities (using the text *Teens, Crime and the Community* developed by NCPC and others), students go on to practical application. Project Outreach is the source of four lessons which students can teach to elementary classes. "Latchkey Kids Alert" is taught to third graders with the help of McGruff, the Crime Dog, suggesting how nine- and ten-year-olds should act when they are at home without adult supervision. The fourth grade lesson uses vandalism and its consequences to link with the fourth grade local studies syllabus, by showing how negative affects ripple throughout the community. Another fourth grade lesson has the high schoolers teaching positive peer pressure and effective ways to reject alcohol and other drugs. A lesson taught to sixth graders, "Stoplift," shows how shoplifting undermines a community.

The balance of the course for the high school students includes the examination of crime in America as a public policy problem. Students

are encouraged to link their studies with action projects like those sponsored by Project Outreach.

This use of crime as a theme throughout—personal consequences, teaching others, and community and public policy—provides a flexible focus for localized instruction which meets the state's requirements—and the students' needs—for being part of their community's governance structures.

Ramapo Key Club

Ramapo High School
465 Viola Road
Spring Valley, NY 10977
(914) 577-6400

Contact: Bruce Snider

Nearly one-fourth of the student body at Ramapo High School participates in volunteer projects sponsored by the Ramapo Key Club. Over 300 volunteers generate enormous goodwill and support within Rockland County. According to Bruce Snider, Director of Counseling, the Club's successes breed more success.

The Club raises funds and does other volunteer work for Cystic Fibrosis, the American Heart Association, Muscular Dystrophy, and Multiple Sclerosis. The annual "Super Dance," for example, has raised nearly $15,000 each year to benefit Muscular Dystrophy. Volunteers also work in smaller organizations such as Youth Against Cancer (an affiliate of the American Cancer Society), and with Rockland County Social Services. At the Rockland Psychiatric Center, Club volunteers run the Pet Companionship Program for the Deaf and Geriatric units. Club members make daily visits to all eleven nursing homes in the county, either as a group or individually. Each year the club runs Ramapo High's blood drive.

At the first meeting of the school year, the Club's faculty supervisor and a representative from Kiwanis orient members, describing duties and opportunities for community service. Each week the Club holds a meeting in which the members can discuss and recap projects. A guest speaker presents a related topic. After each meeting there is a sign-up for the new event or project discussed. Students may join (or leave) the club at any time. They can volunteer for one-time events or for long-term projects. Club efforts are not all serious. In the words of the current president, the club is also "very social" and often holds dances and parties for its members.

Student Volunteers

Hudson High School
77 North Oniatt Street
Hudson, OH 44236
(216) 653-3371

Contact: Dee Phillips

The Student Volunteers program was started at Hudson High School in November 1983 at the behest of principal Michael McDonnell. It is distinguished among community service programs because the students are in charge of every aspect of the program. The program was organized and coordinated by five students and a teacher, Dee Phillips. The program is run entirely by the students with the help of Ms. Phillips and an adult volunteer from the community. Each year, a student board is elected from the group; the program's ownership thus passes from student board to student board. Because of their ownership of the program, the students feel a need to see it succeed, and they receive great satisfaction in what they are doing and learning.

The program is voluntary; there is no minimum time commitment for the volunteers. However, students receive a quarter-credit per 30 hours or more served. In the fall, two days are spent recruiting the students; there is, however, no deadline for sign-ups. The program serves both schools and community. The nerve center is the Volunteer Office, where students receive requests for volunteers throughout the school day. Types of requests are approved by the student board and are filled on the basis of need—for example, an individual cannot perform the task because of age or ability or, in the case of a school, a teacher requests that a student needs individual attention. The volunteers have answered the needs of people throughout Hudson. Among the special accomplishments was establishment of an entertainment program for the elderly.

Time for reflection on their volunteer work is made at the student board's monthly meeting. The Volunteer Office is also open each day to any student who needs advice or just needs to talk. Training is provided to new volunteers by the experienced student volunteers, except in cases where specialized training is needed, as in a nursing home or in a hospital.

A grant from the Carnegie Foundation enabled the Student Volunteers to purchase a computer to facilitate filling requests. The grant also provided funding for the initial organization of the program. The school adds funds to the program's budget each year to help with needed supplies.

The Student Volunteers' motto is "Satisfaction through Service". This motto rings true, as Dee Phillips firmly believes, each time "...a small child understands something new because of them [the volunteers], or a senior citizen is helped...the youth of *any* age is a resource of *any* tommorrow."

(CE)2

Tigard High School
P.O. Box 23059
Tigard, OR 97223
(503) 684-2255

Contact: Garry J. Wagner

(CE)2 is the acronym for Career Education in an alternative program at Tigard High School. Students spend a major portion of their time in the community at job sites selected according to the students' career interests. When not working at the sites, students must report to the (CE)2 learning center in the school. There they work on individualized study programs which include learning projects, journals, survival skills, and job site requirements. Upon completion of their site work, students receive credit toward graduation requirements.

The major objectives of (CE)2 are to provide education through on-site exploratory activities, to develop basic skills, to help the students develop positive work habits and attitudes, to foster the students' desire to learn, to involve the community in the educational process, and to involve the students in designing their own educational programs.

Each student follows an individualized learning plan. Graduation requirements are clearly specified, however, and an accountability system continually monitors student behavior. The (CE)2 curriculum is limited only by the imaginative use of the existing community resources. Every student project includes work in the basic skills, life skills, and career development.

Project OASES

Pittsburgh Middle Schools
Boggs C & S Center—OVT
850 Boggs Avenue
Pittsburgh, PA 15211
(412) 488-2531

Contact: Al Markowski

OASES is both a classroom and a community-centered program designed to motivate at-risk eighth grade students in Pittsburgh who have not responded well to traditional education programs. The seventh grade teaching staff recommends students who show a lack of esteem, poor attitude, and disinterest in school and school work. The selection process is thorough; recommended students are screened by a school dean and counselor in order to pick those who will benefit most. Most of the students selected for OASES have been pinpointed as underachievers and potential dropouts. However, the majority of these students have experienced varying degrees of success in the activity-centered areas of the school and have displayed some degree of mechanical ability, pride in workmanship, cooperative attitude, and willingness to take tasks to completion. The supervisors and teachers at OASES believe strongly that the service-centered program holds the students' interest and deters misbehavior, while motivating learning and providing a context in which self-esteem and a sense of competence can grow.

OASES consists of eight weeks of occupational training at the OASES shop in the school. OASES participants spend three out of a total of seven class periods at the OASES instructional shop. After completing the orientation period, students move on to volunteer in the community. OASES students have restored substandard dwellings for non-profit organizations, and worked for the City of Pittsburgh and Pittsburgh Public Schools as well as for other community entities. The students have built a playhouse for mentally retarded children at a community center, constructed an entrance ramp for a double amputee, done painting for the Salvation Army, and repaired and built a number of other structures throughout the community. The Pittsburgh community regards the OASES students as extremely valuable resources and embraces all opportunities for their help.

From an almost dropout status, nearly 40% of OASES participants are now on the honor roll. Behavioral and discipline problems, once chronic with these students, have reached all-time lows. Students receive small awards, ranging from T-shirts to trophies, for their successes measured by good attendance, overall improvement, honor roll status, and other standards.

Initial funding was provided by private foundations, a Chapter II Block grant, and donations by local merchants and corporations. Currently, the Pittsburgh School District provides 100% funding for all four OASES centers— Allegheny, Frick, Knoxville, and Milliones Middle Schools.

Social Lab

Wissahickon High School
Houston Road
Ambler, PA 19002
(215) 628-1690

Contact: George McNeil

Since 1971, seniors at Wissahickon High School have had the opportunity to participate in "Social Lab", a year-long academic program that incorporates community service. Students spend two class periods per day in community service coursework and two periods at their service placement. The class component includes subjects such as sociology, political science, economics, energy, marriage and the family, and human identity. A new theme is adopted every four weeks, and the class intensively studies topics related to these themes. For each theme, the students are required to write a research paper. The class, according to one teacher, is also "a place where the problems of becoming a member of the adult world can be dealt with."

The course is team taught, allowing small-group discussion. The class structure is flexible, with themes chosen to respond to the students' needs. Students earn one credit in English and one in Social Studies, as well as three credits for the internship. The grade and credit for the service component are based upon the community sponsor's written evaluation.

Students are recruited to join the program in the spring before their senior year. Although no specific group is targeted, the program tends to attract the "college prep" group, about 65% of the student body. The accelerated group tends to stick with the honors program and the non-college prep group usually chooses off-campus programs that are more closely career-related.

Each student selects a specific internship or a general career goal working with the Social Lab coordinator. The coordinator then locates possible sites. Each student generally visits four or five placement sites. Final placement is made on the basis of student interest and an interview. About half work at two different service organizations during the year; the others remain in one placements. Students are placed in health programs, police departments, and day care centers, among other service-related organizations. Students provide their own transportation to the sites.

One Social Lab student chose to tutor deaf children and learned sign language. Not only has this student developed a useful skill, but she takes pride in the progress that her students have made with her help.

Westtown Service Network

Westtown School
Westtown, PA 19395
(215) 399-0123

Contact: Karen Gallagher

Service Network arose from Westtown's commitment to its Quaker principles of helping the community, particularly the disabled, the lonely, deprived, and needy. Network, as it is known, provides a variety of service opportunities for students in grades 9 through 12.

Most projects require a once-a-week commitment (approximately two hours) for a full trimester. Many of the participating students maintain this commitment throughout the year; 85% volunteer for the entire time that they are at Westtown. Service work is done outside class—at the end of the school day, either in the late afternoon or early evening, or on weekends. Network leases a 15-passenger van from the school; faculty, alumni, and parents volunteer to drive. Those who drive small groups in their own cars are reimbursed by Network.

Students lead group activities, assist in drama, art, and physical therapies, provide child day care; instruct in computers; and tutor English as a second language. Many volunteer positions provide companionship, especially to the elderly and retarded.

Student journals often become vehicles for solving problems encountered in work. The journals may be given credit in English, Religion, Spanish, and other courses at the discretion of the teacher.

In ten years, Westtown received over $82,000 in foundation grants to benefit Network. A small endowment has been established for operations. Network is run by a full-time dean and teacher.

The community served has included Chester, Philadelphia, and Wilmington. Each trimester, an average of 20 agencies participate.

One recent Network alumna said "Working with an elderly former French teacher, benefited both of us. Each week we spoke French together. She enjoyed speaking a language she had little opportunity to use at the nursing home, and listened eagerly to tales of my French class. My visits with her not only improved my French but gave me insight into a woman whose life was rich and varied.

One coordinator from a school whose students visit Westtown each week for tutoring and fun stated: "They [youngsters waiting placement in foster homes] look forward to Westtown all week."

Valued Youth Partnership Program

Intercultural Development Research Association
5835 Callaghan, Suite 350
San Antonio, TX 78228-1190
(512) 684-8180

Contact: Alicia Salinas Sosa

In recent years, the dropout rate for students had risen from 32% to 44% in San Antonio. The Valued Youth Partnership Program, developed by the Intercultural Development Research Association, funded by Coca-Cola USA, was designed to prevent students from dropping out through cross-age tutoring. In 1988, eight campuses were involved in the program. Through personnel in area school districts, Hispanic students at high risk of dropping out are identified as valued youth and are given an opportunity to tutor younger children. Under this tutelage and care, the younger Hispanic students make gains in school. As the tutors care for and teach basic skills to the younger children, they reinforce their own knowledge of the skills, develop positive perceptions of self, and remain in school.

The student tutors take special classes to gain greater competence in communication, reading, and writing skills, as well as to gain a practical awareness of child growth and development theories, before and during their tutoring work. The students tutor the children between five and eight hours each week. In some schools, the tutoring is done after normal school hours. In others, the tutoring is done during the school day.

The students receive the federal minimum wage for their work. Students who are financially strapped often cite these problems as the reason for dropping out. The wage serves as a secondary, *not* a primary, incentive for students to join the program and relieves some of the financial pressure that they may experience.

Parents are involved in the program as much as possible. Before a student begins tutoring, the parents' understanding and support is sought and their child's involvement explained. Students involved in VYP go on field trips with their "tutees," a further chance to interact. Adults who are successful in their fields also speak to the tutors on various topics related to counseling and career development. These adults serve as role models and are often graduates of the tutors' school districts. The tutors are awarded recognition by Coca-Cola and their teachers in special ceremonies.

VYP has had a positive impact on Hispanics: in 1985-86, of 100 students identified as being at high risk of dropping out, 94 remained at school. This figure is well below the attrition rate that was the norm in this area. The participating schools have also witnessed a marked improvement in the tutors' grades, a decrease in their absences, and a decline in discipline referrals. The tutors' self-reported data also indicated quite clearly that "being the teacher" gave the students a glimpse of themselves as reluctant learners and that their success with the young children gave them the motivation needed to change.

Get Away Clean™

Carkhuff Institute of Human Technology
1376 Kirby Road
McLean, VA 22101
703-821-041

Contact: George Logan-El - 301-899-6564

The Get Away Clean program teaches teens and pre-teens how to deal with their peers in ways that can free them from negative peer pressure and enable them to apply positive peer pressure. Junior and senior high students work with elementary students to teach them the survival and helping skills necessary to turn negative peer pressure into positive. The older students also help school counselors run workshops for younger students four times a week at different recreation centers. Students enact real-life situations involving peer pressure to use drugs, shoplift, skip school, etc.

This program was developed by the Carkhuff Institute of Human Technology in response to a group of students who identified peer pressure as the number one problem facing them. The program empowers youth with interpersonal and problem-solving skills needed to successfully negotiate in their social environments—to get away "clean, positive and helpful." Students attend Get Away Clean training each week at the Alexandria Campus of Northern Virginia Community College.

Training is divided into three levels—survival, relating, and growth. At the survival level, students explore different responses to negative peer pressure and compare the consequences of responding positively as opposed to negatively. At the relating level, students practice communication skills and different ways to relate to adults, children and peers. At the growth level, students learn the nurturing of moral skills so they can facilitate other students' self-exploration. In this way, students can function as a support group for anyone affected by negative peer pressure. The students are trained for two months; they are then able to train other teens and younger students in the skills that they

have learned. Participants in the class receive college credit.

A number of those involved in the program have experienced the results of negative peer pressure themselves. Some have been substance abusers; some have had poor academic or discipline records. All agree that the program has helped them. One young woman observed that she had gained knowledge of her culture and community. "Before I got involved, I was out of touch with people....when we interact with others, we learn so much from each other."

DUO

Champlain Valley Union High School
RR 2 Box 160
Hinesburg, VT 05461
(802) 482-2101

Contact: Joan M. Braun

At this rural school, one-quarter of the student body, participate in DUO (Do Unto Others) each year. In 1971, an English teacher at CVU High found that her students were having a difficult time in their creative writing. She felt that if the students were given opportunities to go out into the community, these experiences would prod them to improve their writing. At the same time, a statewide proposal to establish DUO in Vermont was passed, and the program, with state funding, became part of CVU's curriculum. DUO emerged as most successful in CVU High in part because of the high level of commitment on the parts of administration, teachers, parents, students, and the community. Joan Braun, director of DUO, attributes this support and the resulting strength of the program to DUO's flexibility. Originally, the program was strictly one of community service; in the early 1980s. DUO was expanded to include credit for career-oriented volunteer work and even credit for activities designed to develop participants' talents or interest, such as dance or photography. Over half of DUO participants do community service work.

Students may begin projects at any time during the school year. For every 45 hours of service work, students receive a quarter credit. Students may choose to do an in-school project, such as peer counseling or tutoring, during their free periods, or work in the community—volunteering as Big Brothers and Sisters, in nursing homes and in hospitals, and in court diversion programs. They may volunteer during the school day as long as they miss no more than one class in each subject every week or work on projects after school, on weekends, or during the summer.

The staff at the "Direction Center" helps students design projects after discussing their interests, goals, and other background information. DUO's director contacts an appropriate agency and sets up an interview for the student. The agency representative and the student discuss the expectations each side has of the other and outline tasks to be completed and goals to be reached. All training is done by the agency, on site. After the student has been volunteering for 3-4 weeks, a DUO staff member calls the agency to do a progress check. The DUO staff also visits the student on site.

Students keep daily journals in which they are encouraged to put in writing, their thoughts about what went on at the site. Both the volunteer and the agency complete evaluations at the end of the project. In addition, the student, with the assistance of a DUO staff member and the site supervisor, evaluates the learning experience at a "DUO Workshop". If the student is judged successful in all evaluations and the journal entries, credit is awarded.

CVU High's students are bussed from five rural towns. Many students choose to volunteer during the school day, since transportation is provided then, using the vocational education buses. The program attracts every kind of student, from the special education to the handicapped to the gifted. "For the first time," Ms. Braun continued, "many of these students are able to see themselves as the givers...the pride that the students have in themselves and the pride that the parents have in their children is just amazing!" Each spring, DUO holds a reception for all DUO students, parents, and site supervisors. For many parents, this is the first time that they have been invited into school for any reason other than to settle a discipline problem.

Governors' School

310 Campion Tower
Seattle University
914 East Jefferson
Seattle, WA 98122
(206) 626-6386

Contact: Stephen Boyd

The Governors' School includes two components, the Summer Institute and the Community Leadership Projects. The Summer Institute brings together 100 high school juniors from all parts of Washington for a one-month intensive session dealing with local, national, and international issues. The curriculum also encourages students to examine closely their

ideals and ideas and to explore the meanings of leadership. Participants are challenged physically in outdoor training, where they learn wilderness skills and survival tactics.

Students are selected to participate by a statewide advisory board on the basis of essays describing the development of their personal values and their solutions to major global problems. The students come from diverse racial and cultural backgrounds and from every social, economic, and academic level. Leadership ability or potential is an essential qualification.

During the Summer Institute, each student designs a service project to address a community problem. Through this project, the student is able to apply and test skills learned during the Summer Institute. Students may receive credit for their projects from their individual school districts. The Governors' School, through informal networks, contacts leaders in the students' communities to serve as project mentors. In addition, coordinators from the Governors' School follow the progress of the students, aiding them when necessary.

The Governors' School emphasizes the year-round aspect of the program; prior to their graduation, some students may even arrange with underclassmen to keep their projects going. The projects are notable for both their diversity and innovativeness. One student opened and ran a food bank in a town suffering the effects of a factory shut-down; another, working with the Seattle Rape Relief, produced a widely circulated brochure on teenage rape in the Asian community; other students have worked with "at-risk" middle school students to help them develop literacy skills as well as initiative and motivation.

Although called the Governors' School, the program is sponsored chiefly with private contributions. Governors of Washington have contributed a great deal to the school's public relations efforts. Major underwriters include the Boeing Company, Burlington Northern Foundation, Hitachi Foundation, Seafirst, and Seattle University.

Riverside University High School

1615 E. Locust Street
Milwaukee, WI 53211-3298
(414) 964-5900

Contact: Judy E. Skurnick

At Riverside University High School, students may participate in the "Education and Human Services" track, designed for students interested in careers in service. Tenth grade students who choose Education and Human Services first take "Introduction to Education and Human Services" and also work 2.5 hours each week in the community, either after school or on weekends. Students receive one credit for this course and for their service work. In eleventh grade, the students must take either Psychology or Families in Urban Life, for which they receive one credit. Twelfth graders take a seminar in Careers in Human Services and are released from school during the afternoon to volunteer at various community agencies. The students receive two credits for their service work and one credit for their seminar work.

At the site, the field supervisor orients and trains students. Orientation generally includes an introduction to the organization, suggested readings, and participation in staff development sessions. The field supervisor seeks feedback from the students on their projects, and varies the activities accordingly. Students keep daily journals, write reflective essays, and write final evaluations of their projects.

Reflection is ongoing; students are given specific reading and observational assignments relating to their experiences at the sites which are discussed in class. Close contact exists between the service agencies and the classroom teachers, through phone calls, visits, and evaluations. The service component of this program receives no additional funding, although public bus transportation is provided for the volunteers.

Education and Human Services, with its mandatory service component, is a strong part of the curriculum at Riverside and is very popular with the students.

Community Services

Parkersburg High School
2101 Dudley Avenue
Parkersburg, WV 26101-3492
(304) 420-9595

Contact: Andre Brown

Parkersburg's "Community Services" program aims to help students learn first-hand the various aspects of social work and volunteerism in the community. Students receive one-half credit in Social Studies for participation in this semester-long program. Each year, about 200 participants spend four class periods each week at their service organization and one period per week in the classroom or going on field trips.

Classroom work is geared to meet students' needs arising from field work and to increase understanding of social work and volunteerism in general. Participants study the history of

volunteerism in the West and its status today, with emphasis on the local community. At the course's end, students take part in a seminar on volunteerism in the future. Outside lectures and presentations help the students expand their horizons. The class provides a forum for the students to share accomplishments and discuss solutions to problems that they encounter at their sites.

The first two weeks of the semester are spent familarizing students with placement opportunities. Many students choose work in hospitals or at day care centers. Other frequent placements are with schools (as aides or tutors), the Red Cross, YMCA, public libraries, mental health institutions, and residential care facilities. Each student is responsible for transportation. For those who do not have cars, there are participating agencies within walking distance.

In addition to reporting both orally and in writing on a topic related to their community service work, students are required to participate in small-group action projects. For one action project, students developed a comprehensive plan for making structural changes in the high school to allow handicapped access to the building.

FORMS

The forms which follow are models drawn and adapted from a number of sources and situations. They have been prepared in such a way that you can easily photocopy them from this book for use in your program.

ADMINISTRATION

COMMUNITY SERVICE PROGRAM REGISTRATION FORM

I am interested in the Community Service Program and would like to participate in all aspects of the program.

Please Print:

Student Name _____

Parent Name _____

Home Address _____ Phone(____) _____

_____ Zip _____

Student Signature _____

I approve the participation of the above student in this program of community service.

Parent/Guardian Signature _____

STUDENT:

Please list any previous volunteer or community service experience you have had:

Have you ever had a part-time or summer job? Doing what?

What hobbies, interests, or extracurricular skills do you have?

Check three skills you believe that you have as a result of your experience in work, school, community, or extracurricular activities.

_____ Organization	_____ Mechanical skills
_____ Research experience	_____ Telephone skills
_____ Ability to work well with children	_____ Ability to work well with adults
_____ Ability to listen well	_____ Computer skills
_____ Able to work without supervision	_____ Other _____

(OVER)

Do you have any preference as to where you would like to volunteer? If so, why do you name these sites? (PLEASE ANSWER BELOW)

VOLUNTEER AGREEMENT

Name _____ Home Phone _____

Name of School _____ Grade _____

Class or Club in school with which the community service is connected _____

_____

Name of agency where volunteering _____

Site supervisor's name _____ Telephone _____

Student's first day at site _____ Last date at site _____

Student's weekly work schedule _____

Student's duties at the site: (What the student will do there):

Academic requirements to be fulfilled by student in connection with work at site:

Personal or career goals of student related to work at site:

Goals student has for the people agency is helping:

Training and orientation to be provided (supervisor's and student's ideas):

I agree that the statements above are an adequate description of my volunteer assignment and that I will do my best to live up to these obligations. I also agree to notify my supervisor in advance if I will be absent for any reason.

_____ Date _____

Volunteer's signature

I agree that the agency will accept this student as a volunteer and that we will provide all necessary support and resources for the student to meet these obligations and goals.

_____ Date _____

Supervisor's signature

WHERE SHOULD I VOLUNTEER?

WORKING WITH PEOPLE

WHAT TO DO:

Circle the number between 1 and 5 that best describes your interests and feelings.

	Not at all				A Lot
I enjoy having people to talk with at work.	1	2	3	4	5
I enjoy supervising others.	1	2	3	4	5
I like to teach other people how to do things.	1	2	3	4	5
I like to work with lots of other people.	1	2	3	4	5
I like to share ideas and develop things with others.	1	2	3	4	5
I am comfortable with many different kinds of people.	1	2	3	4	5
I want to be part of a working team.	1	2	3	4	5
I enjoy competitive team activities.	1	2	3	4	5
I am sympathetic to the needs of others.	1	2	3	4	5
I want to get to know different people through regular contact.	1	2	3	4	5
I feel comfortable with people of all ages.	1	2	3	4	5
Add the numbers you have circled.			TOTAL		

I would like to work with people who _____

_____

_____

I would not like to work with people who _____

_____

_____

Adapted/excerpted from *Career Action Plan*, by William M. Bloomfield, Bloomington, IL: Meridian Education Corporation, 1989.

WORKING WITH THINGS

WHAT TO DO:

Circle the number between 1 and 5 that best describes your interests and feelings.

	Not at all				A Lot
I like to design different projects.	1	2	3	4	5
I like working with my hands.	1	2	3	4	5
I generally like to work without being interrupted.	1	2	3	4	5
I remember details and am able to make projects simpler.	1	2	3	4	5
I am good at repairing things.	1	2	3	4	5
I can do several things at one times.	1	2	3	4	5
I enjoy operating equipment or machinery.	1	2	3	4	5
I enjoy completing something and being able to see the results of my work.	1	2	3	4	5
I have an interest in the fine arts or crafts area.	1	2	3	4	5
I like to work alone.	1	2	3	4	5
Add the numbers you have circled.			TOTAL		

Things I enjoy working on are _____

_____

_____

_____

Adapted/excerpted from *Career Action Plan*, by William M. Bloomfield, Bloomington, IL: Meridian Education Corporation, 1989.

WORKING WITH IDEAS

WHAT TO DO:

Circle the number between 1 and 5 that best describes your interests and feelings.

	Not at all				A Lot
I can change plans on the spot.	1	2	3	4	5
I enjoy thinking about new ways to do things.	1	2	3	4	5
I am able to plan and adapt different approaches.	1	2	3	4	5
Experimenting with different ideas is enjoyable.	1	2	3	4	5
I usually create my own project ideas.	1	2	3	4	5
I enjoy helping others learn new skills.	1	2	3	4	5
I think about abstract ideas more than concrete activities.	1	2	3	4	5
I am able to grasp concepts quickly.	1	2	3	4	5
I am able to see the relationships among different ideas or plans.	1	2	3	4	5
I enjoy comparing and evaluating different options.	1	2	3	4	5
I am able to brainstorm on many different ideas for long periods of time.	1	2	3	4	5
Add the numbers you have circled.			TOTAL		

Ideas or concepts I have developed include _____

_____

_____

Adapted/excerpted from *Career Action Plan*, by William M. Bloomfield, Bloomington, IL: Meridian Education Corporation, 1989.

PUTTING IT ALL TOGETHER . . .

If you scored highest in the **"Working with people"** section, some good volunteer experiences might include:

***Working with the elderly (senior centers, nursing homes, etc.)**

***Working with children (day care, coaching, teaching, etc.)**

***Working with the handicapped**

***Volunteering at a hospital, a hot line for teens, a clinic**

If you scored highest in the **"Working with things"** section, some good volunteer experiences might include:

***Fixing up** and cleaning up a neighborhood park for kids

***Repairing** beat-up and run-down homes in your community

***Building** a picnic area or even a house.

***Installing** sturdier locks and bolts, or weatherproofing materials, or similar improvemens for those who cannot do so themselves in your community.

If you scored highest in the **"Working with ideas"** section, some good volunteer experiences might include:

***Designing** a project that will clean up your school or community (Anti-vandalism, etc.)

***Organizing** a Neighborhood Watch program for your community

***Organizing** a group of friends into an acting troupe and put on anti-drug and safety plays for kids in your local elementary schools

***Designing** posters, buttons, shirts, etc. for your community service group or some local charity drive

Adapted/excerpted from *Career Action Plan*, by William M. Bloomfield, Bloomington, IL: Meridian Education Corporation, 1989.

COMMUNITY

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A CHECKLIST FOR SURVEYS

***What are your objectives?** What do you want to know from this survey? Make sure those objectives are related to your program goals.

***Define the group to be studied.** If your concern is drugs in elementary schools, then surveying parents of high schoolers will not help. You would want to talk with parents and teachers of elementary students and the students themselves.

***Specify the data you want to have as a result of the survey and ensure that the questions are designed to produce those data.** Pretest the questionaire to insure against misreadings and misdirected responses.

***Decide what sampling unit you will use**—household, block, individual, meeting attendees: Also decide how you want to count non-responding units (include them or exclude them from totals), and whether you wish to survey a control group as well to compare results.

***Select the method—mail, phone, in person—for contacting individuals.**

***Write clear, simple questions** to get the information you need based on the objectives, the group, and the specific data desired.

***Construct a questionnaire document,** including response space, which is suitable for the audience and the method of contact chosen.

***Test the questionnaire** to be sure it's understood as intended.

***Train interviewers** in how to approach subjects, how to be noncommittal when asked how to respond to a question, and how to clarify response questions.

***Design a tabulation system** to capture results.

***Select the actual sample.**

***Conduct the survey.**

***Gather responses.**

***Tally responses.**

***Analyze the results.**

*Combine with other evaluation tools and **report your findings.**

THE NEEDS OF MY COMMUNITY: A GENERAL SURVEY

Profile of respondent (person being surveyed)
____School personnel
____Student (Circle grade: 7, 8, 9, 10, 11, 12)
____Community member
____Other _____

Age Range
____15—20
____21—35
____36—50
____Over 50

____Male
____Female

1. Please place a check mark next to the items you believe are community problems in each of the catagories below.
2. Circle the 3 specific items you believe are most important.
3. What do you think students can do to help change these conditions (especially for the top three)?

   (Please write your suggestions in the space to the right of the items.)

SUGGESTIONS

EDUCATION
____High student dropout rate
____Overcrowded schools
____Need for quality schools
____Other _____

HEALTH
____Teenage pregnancies
____Substance abuse (drugs, alcohol)
____Emotional problems
____Other _____

LAW ENFORCEMENT
____Gang activity
____High crime rate
____Vandalism/graffiti
____Other _____

SOCIAL SERVICE
____Lack of quality child care
____Lack of services for seniors
____Lack of available health care
____Other _____

RECREATION

____Lack of programs
____Lack of facilities
____Lack of supervision in parks
____Other _____

EMPLOYMENT

____Lack of job opportunities
____High unemployment rates for youths
____Inadequate job training/retraining
____Other _____

CULTURAL

____Conflict between ethnic groups within the community
____Lack of knowledge about ethnic groups within the community
____Other _____

Adapted from *Youth Community Service Handbook*, Constitutional Rights Foundation, Los Angeles, CA, 1986

COMMUNICATION AND LEADERSHIP SKILLS

INTERVIEWING

I IN-PERSON INTERVIEW

A. ARRANGEMENTS

1. Schedule the interview. Identify yourself and the group you are with. State the purpose of the interview, and explain how many will attend. Set an exact date and time; make sure the time selected is convenient. Make sure you have the correct address and accurate directions.

2. Confirm the appointment. On the day before the appointment, call and remind the person to be interviewed of your appointment and its purpose.

3. Be on time! Allow at least 20 minutes extra travel time in case of unexpected delays. If for some reason you cannot attend or will be late, immediately call the person you planned to meet.

4. Make a good first impression. People make judgments based on how people look and act. If you the create right impression, people will usually respond in a positive way. Being neatly dressed and well groomed is a must. A calm, competent approach is critical.

5. Define tasks. If you are going on the interview with other people, clarify what each person will do or say in advance of the interview. Make sure everyone has an active role.

B. WHILE AT THE INTERVIEW

1. Introduce yourself (or the group if you are not alone).

2. Be prepared. Make sure you can explain the purpose of your community service program and the reason for your visit.

3. Have your questions prepared ahead of time. A written list of questions will help the interview go more smoothly. Make sure your questions cover all the information that you need.

4. Keep a record of what is said. Write down the information received during the interview. Do not count on your memory!

5. Be sure to thank the person being interviewed.

6. Follow up your visit. Be sure to get any additional information that is available. Be sure to send any promised documents or reports.

7. Send a thank-you note the next day.

II PHONE INTERVIEW

1. Plan out your call in advance. If possible, use the "Planning a Phone Call" handout. Write out all of the questions that you will need to ask and rehearse what you are going to say.
2. Introduce yourself. Explain the purpose of your call.
3. Be patient and courteous. In some cases, the person answering the phone will be able to answer your questions. In others, he or she will refer you to someone else. When connected with a new person, repeat your introduction and purpose and ask if this is a convenient time for an interview. Give the listener an approximate length of time that the interview will take up. Reschedule the interview for another time if it would be more convenient for the person being interviewed.

DECISION MAKING IN A GROUP

Does your group have a hard time making decisions? Here are five steps that can help make decision making a whole lot easier:

I DEFINE THE PROBLEM

*Restate or redefine the problem until you all agree on what the problem is.

*State the situation accurately. Don't make the problem seem less or more serious than it really is.

*Listen carefully and actively to the suggestions and opinions of others. You may each be addressing the same problem from a different perspective—or different problems altogether.

II ESTIMATE ALL POSSIBLE SOLUTIONS

*Brainstorm all possible solutions. No critiquing at this stage.

*Write all solutions down.

*Treat all ideas with respect—don't evaluate or judge any of them yet.

III EVALUATE ALL PROPOSED SOLUTIONS

*Evaluate each of the ideas that came up in the brainstorming session.

*Begin to weed out ideas that seem unreasonable in terms of your resources and time constraints.

*Listen closely to others in your group. Respect their ideas. If you have a criticism, make it constructive and offer an alternative.

*Don't be afraid to compromise and combine or modify different ideas and solutions.

IV SETTLE ON ONE SOLUTION

*Be aware of any time constraints. Check your solution against them.

*Consider the possible consequences of your decision, for others, for the future.

*Make sure that your solution solves the problem or at least makes a start as best it can.

*Make sure it is acceptable to the whole group or a substantial majority. If there is strong opposition from a minority, rethink the solution to see if you can overcome the objections.

V PUT THE DECISION INTO ACTION

*Write down your decision in its final form to be sure everyone is clear.

*Decide what is needed to carry out the decision.

*Delegate responsibilities if you are working with a group.

*If your decision fails, don't give up. Go back and start again!

*If your decision succeeds, figure out what made it work and remember it for your next decision.

LEARNING TO TEACH

Teachers are not just adults who are in charge of your school day. They can be you and your friends. Teachers are people who pass along to others skills and knowledge they have gathered, in ways that make those skills or that knowledge useful to the learner.

BEFORE YOU START, YOU NEED TO KNOW:

The subject. You don't have to be an expert. You do have to understand what you are going to teach. Do your homework on the subject. Know the basics, the key points, and why they are important.

Who the learners are. Know their ages, interests, their needs for the information you will give them, and the ways in which they absorb information.

How you will be presenting the subject. A Lesson Plan is your checklist of:

*whom you will be teaching
*what you are teaching
*what information you want your students to learn
*how you are going to transmit the information
*how you will know your students received it.

SOME TRICKS OF THE TRADE THAT WILL HELP MAKE TEACHING A LITTLE EASIER:

Vary your activities. Try to switch off among lecture, discussion, and visual aids. Young people have short attention spans and need a variety of learning reinforcements.

Keep it simple. Information has to be transmitted in manageable chunks. Use simple, logical steps, processes, and examples.

Don't lecture too much. No one likes to listen to a lecture for too long — that's boring! When you do lecture, don't talk down to students and make them feel ignorant or dumb.

Use examples. Dry facts are seldom exciting. In fact, they're often boring. Examples can bring the facts to life and make them memorable. Examples can take the form of stories, role playing, or audio-visual aids. Examples should highlight key points, and should not introduce new or unrelated issues.

Use questions to involve students. Engage as many students as possible in reacting to the message. (For example, a question might staart out with "How many of you have ever. . . " or "Who here feels that. . .?)

Say it again. Students need to hear information in different forms, in different contexts, and in summary before they actuallly make it their own. For example, you might teach kids rules to follow if approached to try drugs. The idea of saying "no" might be introduced along with a song (like McGruff's "Winners Don't Use Drugs") to reinforce it, and the students might offer reasons and ways to say no. Then the teacher summarizes what they all have learned together.

Learning by doing. Hands-on experience is one of the most successful learning techniques. Whether it's acting out ways to avoid peer pressure or drawing up an agenda for a Neighborhood Watch meeting, your students will gain a stronger command of the knowledge you are offering if they can put their newfound skills to work right away.

Maintain control. Remember that you're in charge. You deserve the attention of your audience. Don't permit students to call out or get up without permission. Name cards or name tags help you identify students and contribute to a sense of order.

Don't yell or get flustered. Keep cool at all times. Polite, firm responses to misbehavior are more effective than letting your temper take over.

10 THINGS TO REMEMBER WHEN WORKING WITH ADULTS

1. Most of the adults you work with will be genuinely supportive. Don't be intimidated, afraid to ask questions, or hesitant to state your opinion politely.
2. Be prepared for every meeting. Read all relevant materials. Be sure to do your homework so that you will know the issues and the facts and have time to form a thoughtful opinion.
3. Call ahead of time if you will be absent or late. Arrange your schedule so that you won't have to arrive late or leave early.
4. Back up your views with solid evidence. Collect facts, survey students, check on policies, and get written support from students, faculty, and staff.
5. Let people know calmly but clearly if you feel you are not being treated fairly or equally.
6. Take time at the first meeting to learn the names of all of the adults with whom you are working.
7. If some adults dismiss your assessment of student opinion even after you present them with facts, arrange a meeting between them and a group of students. Let them hear first-hand.
8. Spend time getting to know the adults you are working with outside of meetings or the workplace in order to better understand them and why they feel the way they do on certain issues.
9. Always take time to thank people for any help they give you.
10. Remember that what you do and how you act will have a direct impact on all the students who work with these adults after you. Set a good precedent; help pave the way for the students who will take your place.

Adapted from *What Works—A Manual for Student Involvement*. Open Road. Citizens Policy Center. Oakland, CA. nd.

12 EASY STEPS TOWARD BECOMING A TOP TELEPHONE TALKER!

1. **PREPARE AHEAD OF TIME**
   Write out the points you want to make before you make the call. Know who you need to and what information you need. Rehearse it several times until it sounds right.

2. **GET INTO A POSITIVE FRAME OF MIND**
   You need to get into the "I know I can do this!" attitude, because being pessimistic or uncertain never helped anyone.

3. **INTRODUCE YOURSELF**
   State your name and the name of the organization that you are working for.

4. **GET THE OTHER PERSON'S NAME**
   Make sure that you write down the other person's name. If no name is given, ask for it politely.

5. **ADDRESS THE OTHER PERSON AS MR. OR MS. UNLESS ASKED TO DO OTHERWISE**

6. **SPEAK SLOWLY AND CLEARLY**

7. **SPEAK IN A PLEASANT TONE OF VOICE**

8. **ALWAYS BE POLITE**
   Nobody likes to speak with someone who's rude.

9. **GET RIGHT TO THE POINT**
   Don't waste the listener's time with a lot of irrelevant talk or chatter.

10. **MAKE SURE THAT YOUR QUESTIONS ARE UNDERSTOOD AND THAT YOU UNDERSTAND THE ANSWERS GIVEN. REPEAT OR REPHRASE ANSWERS IF NECESSARY TO CONFIRM THEM**

11. **ALWAYS CLOSE THE CONVERSATION BY SAYING "THANK YOU"**

12. **BE PREPARED TO FOLLOW UP THE CALL IF NECESSARY**

PLANNING A PHONE CALL

DATE OF CALL _____

NAME OF ORGANIZATION I AM CALLING _____

PHONE NUMBER OF ORGANIZATION(____) _____

Hello, my name is _____ *and I work for* _____

Could I please speak with _____

I'm calling because: **(Reason for Call)**

I need to ask you about: **(Questions needed to ask)**

Could you please tell me: **(Information needed to obtain)**

Thank you for your time!

I was talking with Mr./Ms. _____

whose title is _____

Summarize the information you received in response to your questions:

Will you need to follow up the call? yes____ no____
If yes, when?

For what reason?

Adapted from "The Art of Telephone Use," Youth Community Service Skill Builder, Constitutional Rights Foundation, Los Angeles, CA.

10 WAYS TO BE A BETTER LISTENER

1. Put your body into a listening attitude—be alert! sit straight!
2. Look at the other person
3. Try to really understand what is being said—get the message behind the words
4. Hear the speaker out before judging the message
5. Concentrate! Good listening is focused on the speaker, not the surroundings
6. Listen for main ideas and themes
7. Don't interrupt—let the other person finish his/her thought
8. React to what is being said. Nods, comments, and questions will let the speaker know that you are really listening
9. Ask questions about what is being said if you are unclear. Rephrase main points in your own words
10. Quickly eliminate any distractions—shut out noise, close windows, etc.

EVALUATION AND REFLECTION

EVALUATION OF STUDENT VOLUNTEER PERFORMANCE

SCHOOL _____

STUDENT'S NAME _____ GRADE LEVEL _____

SUPERVISOR'S NAME _____ PHONE _____

ORGANIZATION'S NAME _____

ORGANIZATION'S ADDRESS _____ PHONE _____

EVALUATION PERIOD _____ WEEKS

THIS IS THE _____ TIME THE STUDENT HAS BEEN EVALUATED

This evaluation is to be completed at the halfway point and at the end of the student's volunteer time with your organization. Please return the evaluation to the teacher/coordinator.

Briefly list the student's responsibilities:

(Please rank the student in the following areas, 5 being highest and 1 lowest.)

Student's Performance Categories					
1. Promptness and regularity of attendance.	5	4	3	2	1
2. Ability to follow directions	5	4	3	2	1
3. Willingness to learn and improve	5	4	3	2	1
4. Cooperation with fellow workers	5	4	3	2	1
5. Skill in communicating with staff and others	5	4	3	2	1

6. Acceptance of responsibility	5	4	3	2	1
7. Ability to understand and use materials/skills	5	4	3	2	1
8. Initiative	5	4	3	2	1
9. Creativity	5	4	3	2	1
10. Overall improvement and growth	5	4	3	2	1

Please briefly answer the following questions on the back of this sheet: (A) Was this student placement a success? (B) Did the student service meet your expectations? (C) Why or why not? (D) How was your organization helped?

Signature of supervisor

SITE EVALUATION FORM

NAME OF SITE _____ DATE _____

NAME OF STUDENT EVALUATOR _____ GRADE _____

SUPERVISOR'S NAME _____ NUMBER OF WEEKS AT SITE _____

NUMBER OF HOURS PER WEEK AT SITE _____

This evaluation form should be filled out by the student at the halfway point and at the end of the student's volunteer time at the site.

Please rate the following catagories about your volunteer site on a scale from 1 to 5 (5 = highest level of agreement with statement, 1 = lowest level of agreement with statement).

1. I have enjoyed my volunteer experience at this site	5	4	3	2	1
2. I have enough work to do	5	4	3	2	1
3. I would recommend this site to the next group of student volunteers from our school	5	4	3	2	1
4. I found my work to be interesting	5	4	3	2	1
5. I get along well with my supervisor	5	4	3	2	1
6. I am treated well by the adults I work with	5	4	3	2	1
7. The work I do is important	5	4	3	2	1
8. I am learning new skills	5	4	3	2	1
9. I am learning things that could help me in my future career	5	4	3	2	1
10. I am given a good amount of responsibility	5	4	3	2	1
11. My work is appreciated	5	4	3	2	1

12. I am motivated to do my best work at this site	5	4	3	2	1
13. I feel that I am helping to improve my community	5	4	3	2	1
14. I am able to get help when I need it and do not feel embarrassed to ask	5	4	3	2	1
15. My suggestions are listened to and respected	5	4	3	2	1

JOURNAL ENTRY

Name _____ Date _____

Today I worked _____ hours. I have now worked a total of _____ hours at (name of site) _____

DON'T LIMIT YOURSELF TO THE QUESTIONS ON THIS SHEET OR THE SPACE PROVIDED. CONTINUE ON THE BACK OR ON SEPARATE SHEETS OF PAPER!

What was the best thing that happened today at your site? How did it make you feel?

What things did you like the least about today at your site? What made you dislike it?

What compliments have you received today, and how did they make you feel? What about any criticisms? How did you react to them?

How have you changed or grown since you began to volunteer at this site? What have you learned about yourself and the people you are helping?

IDEAS AND SUGGESTIONS FOR YOUR JOURNAL ENTRY OR SOME ANSWERS TO THAT NAGGING QUESTION: "WHAT SHOULD I WRITE IN MY JOURNAL?"

What? You say you don't know what to write for your daily journal entry? Cheer up! Journal writing can be easy and fun once you get the hang of it. Here are a few questions that might help get you started:

*What was the best thing that happened today at your site? How did it make you feel?

*What thing(s) did you like the least about today at your site?

*What compliments did you receive today, and how did they make you feel?

*What criticisms, if any, have you received? How did you react to them?

*How have you changed or grown since you began to volunteer at this site? What have you learned about yourself and the people that you work with?

*How does volunteering make you feel? Happy? Proud? Bored? Why do you feel this way?

*Has this volunteering experience made you think about possible careers in this field? What jobs might relate to this experience?

*What kind of new skills have you learned since beginning to work at this site? How might they help you in future job searches?

*What do people do who work at this occupation? Describe a typical day at your site.

*What are some of the advantages and disadvantages of working at this occupation?

*If you were in charge of the place where you volunteer, what changes would you make? How would you improve it?

*How has your work changed since you first started? Have you been given more responsibility? Has you daily routine changed at all?

*What do you feel is your main contribution to your volunteer site?

*How do the adults that you work with treat you? How does it make you feel?

*What have you done this week that makes you proud? Why?

*Has your volunteer experience been a rewarding one for you? Why or why not?

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NATIONAL RESOURCES

The following is a sampling of national resources that can assist you in developing a service program. Some groups carry out many other programs that are not noted.

ACTION

806 Connecticut Avenue, NW, Room 1000
Washington, DC 20525
(202) 634-9108

Awards federal grants to local non-profit organizations to undertake youth service projects that serve the needs of low-income communities. Assists these organizations in the recruiting and training of teen volunteers. Offers public relations assistance.

Call or write the nearest ACTION state program office.

American Red Cross

17th and D Streets, NW
Washington, DC 20006
(202) 639-3039

Trains teens to be volunteers placed either in the local Red Cross organization or places volunteers in other community agencies where they can receive additional training. Offers leadership training for teens already working for the Red Cross.

Contact your local Red Cross.

Anchor Clubs

Pilot International Headquarters
Youth Department
244 College Street
P.O. Box 4844
Macon, GA 31213
(912) 743-7833

Provides high school students with the opportunity to serve their school and community. Performs community service projects with the aid and guidance of its sponsor Pilot Club. Open to students who are scholastically qualified, with good character and leadership ability.

Boys Clubs of America

771 1st Avenue
New York, N.Y. 10017
(212) 351-5900

Offer a number of small group programs designed to develop leadership skills. Specific service training is provided by the organization that the Boys Club is helping.

Boy Scouts of America

1325 Walnut Hill Avenue
Irving, TX 75062
(214) 580-2007

Scout troops and explorer posts carry out "productive creative service" in local communities. Adult leaders who have been trained in service help their troops to develop skills needed to work in the community. The programs for older scouts are more structured and more service-oriented. An Eagle Scout must develop a service project and have it approved by his Scoutmaster, unit committee, and the council advancement project before the project is started. Many thousands of Eagle projects are performed each year by the scouts in service to their school, religious institution, or home community.

The Community Board School Initiatives Program Community Board Center for Policy and Training

49 9th Street
San Francisco, CA 94103
(415) 552-1250

Contact: Bruce Bosley

Offers conflict resolution courses material for students kindergarten through the twelfth grade.

Through a series of structured activities, the students learn interpersonal communication, problem solving, conflict resolution, and conciliation skills. Teachers learn to train elementary students to become "conflict managers" and high school students to become "community conciliators."

COOL (Campus Outreach Opportunity League)

386 McNeil Hall
University of Minnesota
St. Paul, MN 55108
(612) 624-3108

Trains college-age students to work in the community, and to work with students to help develop community service programs. Launches "Issues and Action" projects designed to help students connect academic pursuits with community service.

Early Adolescent Helper Program

Center for Advancement Study in Education
33 West 42nd Street
New York, N.Y. 10036
(212) 719-9066

Trains young adolescents before they start volunteer work and for the duration of the program. Training includes problem-solving and human development and is designed to facilitate the Helpers in their roles as service providers.

4-H

Extension Service, U.S. Department of Agriculture
Washington, DC 20250
(202) 447-5853

4-H volunteers "learn by doing" in working to develop their communities and their roles as citizens. The local 4-H group identifies areas of need in its community, organizes, and then implements the project. Offers training at the local, county, state, and national levels.

Four-One-One

7304 Beverly Street
Annandale, VA 22003
(703) 941-3293

Trains leaders of independent community groups; makes trained leaders available to community groups. Runs a "Super Volunteers" program for children and teens up to age seventeen; trains these volunteers for work in the community.

Girls Clubs of America

205 Lexington Avenue, 2nd Floor
New York, N.Y. 10016
(212) 689-3700

National non-profit organization whose local clubs may undertake their own individual service projects.

Girl Scouts of the U.S.A.

8300 3rd Avenue
New York, N.Y. 10022
(212) 940-7500

Girl Scouts are able to expand their personal interests, learn new skills, and explore career possibilities through their work in the community.

Teen Outreach

Project LEAD and
Associations of Junior Leagues, Inc.
825 Third Avenue
New York, N.Y. 10022
(212) 355-4380

Project LEAD

Quest International
537 Jones Road
P.O. Box 566
Granville, OH 43023
(800) 288-6401

One of the Junior League's many service-oriented programs is Teen Outreach, which has as its two goals the reduction of teen pregnancy and the increase of high school graduation levels. The program consists of two components—the first, curriculum in which teens are taught life-management skills; the second, community service component, which requires participants to do volunteer work in the community. The national organization of the Junior League trains the local organizations to train the teens.

Project LEAD is a project of The Association of Junior Leagues in collaboration with The Quest National Center. The project targets non-traditional leaders in schools. Teachers and adult community volunteers are trained to introduce "volunteering" at their schools. Four to six students are then chosen to attend leadership training, where they learn how to conduct school and community needs assessments, how to conduct an interview, and how to communicate and work with others. The trained students return to their school, conduct needs assessments, and design and execute a project to meet those needs. The students are in control; teachers and adult volunteers serve only as mentors.

Interact

Rotary International
1600 Ridge Avenue
Evanston, IL 60201
(312) 328-0100, ext. 462

Provides an opportunity for high school students to work together in a world fellowship dedicated to service and international understanding. Club membership may be either school-based or community-based. Every club must initiate and carry out at least two major projects each year, one designed to serve the school or community, the other to promote international understanding.

Junior Achievement

7300 Whittier Boulevard
Bethesda, MD 20817
(301) 229-5300

Junior Achievement, an organization for teens interested in business and economics, requires participants in its Evening Program to fulfill a community service requirement. In addition to running their own businesses, these teens serve as volunteers in the Special Olympics, the March of Dimes, and in other programs. The teens can also choose to formulate individual service projects; with the aid of Junior Achievement and the corporation with which they are associated, these projects are implemented.

Junior Exchange Club

The National Exchange Club
3050 Central Avenue
Toledo, OH 43606
(419) 535-3232

Through Junior Exchange Clubs operating at the local level, teens learn leadership skills and help their parent Exchange Club work in the community. The parent club helps to prepare the teens for their service work.

Junior Civitan

Civitan International
P.O. Box 2102
Birmingham, AL 35201
(205) 591-8910

Clubs develop programs and projects which meet the needs of the school or community. A club may participate in district meetings and annual conventions. Thus, club members can share ideas and participate in larger overall projects. Training academies for local club officers are an important aspect of the district organization.

An international convention for Junior Civitans is held annually. This gives club members an opportunity to assist in establishing policy for the organization and to receive training which is essential to the administration of clubs.

Key Club

Kiwanis International
3636 Woodview Trace
Indianapolis, IN 46268
(317) 875-8755

Provides youth with the opportunity for leadership development in service to their schools and communities. Local Kiwanis clubs sponsor and advise their Key Clubs. These clubs may also provide training for members working in community service, depending on the individual club. In addition, the teens receive on-site training by the organization personnel for whom they work.

Leo Clubs

The International Association of Lions Clubs
300 22nd Street
Oak Brook, IL 60570-0001
(312) 571-5466

Young people get an opportunity, through partnership with Lions, to develop as responsible, service-minded individuals. Leadership, experience, and opportunity are key objectives. With the guidance of a Lions Sponsor, the Leos take active roles in planning, developing, and carrying out community service projects.

National Center for Neighborhood Enterprise

1367 Connecticut Avenue, N.W., Suite 200
Washington, DC 20036
(202) 331-1103

Offers newsletters, books, audiovisual materials, curricula, funding/grants, and research findings to neighborhoods and their organizations seeking improvement. Addresses issues such as organizing youth in public housing and funding youth enterprise.

The National Peer Helpers Association

1950 Mission Street, Room 7
San Francisco, CA 94103
(415) 626-1942

Assists organizations in developing youth as resources, specifically peers helping peers. Conducts research and training; provides opportunities for networking; disseminates materials related to the field of peer helping. Brings together peer helping programs from schools, communities, agencies, and businesses. Students fill roles as counselors, tutors, violence prevention educators, among other positions.

National Service Secretariat

5140 Sherrier Place, NW
Washington, D.C. 20016
(202) 244-5828

Works with national organizations as well as with school systems and individual schools to develop service-learning projects. Offers technical assistance to any school that wishes to develop a service programs and will tailor its resources to the needs of the individual school or school system.

National Youth Leadership Council

Center for Youth Development and Research
386 McNeal Hall
University of Minnesota
St. Paul, MN 55108
(612) 624-2719

Trains teens and adult advisors for community service work. This training often pertains to specific work with the elderly, the environment, literacy training, or cross-age teaching. As well as its national office in Minnesota, NYLC has training affiliates located in New York, Indiana, and two in New Mexico. Eight-hundred students from 25 states are trained each year at the Center, where they learn leadership skills which they can apply at home in their service projects.

The National Youth Network

c/o Child Welfare League of America, Inc.
440 First Street, N.W.
Washington, D.C. 20001-2085
(202) 638-2952

The National Youth Network grew out of the Child Welfare League's "Youth Reach Out." It was established on the belief that teens are the best resources for educating the public on the needs of children and youth. Through political and programmatic activities at local, regional, and national levels, teens are able to gain a voice in the decisions that affect their lives.

Octagon Clubs

Optimist Clubs
4494 Lindell Boulevard
St. Louis, MO 631089
(314) 371-6000

Members of each Octagon Club design their own program of involvement and conduct the operation of its organization. Although an Octagon Club must be sponsored by its community's Optimist club, the sponsoring club does not dictate the teen club's operations. Teens participate in a wide variety of service activities, including work with handicapped students and assistance with school projects.

Serteen Clubs

Sertoma International
1912 East Meyer Boulevard
Kansas City, MO 64132
(816) 333-8300

Organized for the express purpose of bringing young people into the community service fold. A Serteen Club must be sponsored by a parent Sertoma organization and be approved by the administration of the school in which it is planning on operating. Membership is open to all young men and women.

U.S. Committee for UNICEF

331 East 38th Street
New York, N.Y. 10016
(212) 686-5522

Through the Youth Leadership Council of UNICEF, high school students educate their peers about development, and UNICEF activities. The Council accepts one student from each school; this student then recruits other teens to help him or her. UNICEF provides the teens with personal contacts, information, and guidelines, in addition to holding conferences and offering workshops to help the student leaders to develop their groups and projects.

United Way of America

701 North Fairfax Street
Alexandria, VA 22314-2045
(703) 836-7100

Assists local United Way organizations in cultivating awareness and support for volunteerism and community service in young people. Through a "Youth Leaders Conference" and other programs, teens acquire skills and knowledge to perform community service. Teens then engage in activities geared to improving the quality of life in their communities.

VOLUNTEER

1111 North 19th Street, Suite 500
Arlington, VA 22209
(703) 276-0542

Maintains a nationwide network of 300 affiliated volunteer centers to help both communities and organizations improve volunteer activities. Trains volunteers at its National Conference each year. Implements the Next Step project in Michigan, which provides disabled high school students with volunteer experience.

Youth Service America

1319 F Street, NW
Suite 900
Washington, D.C. 20004
(202) 783-8855

Works to forge an ethic of youth service across the country. Offers financial, technical, and promotional support for youth service programs at all levels. Helps plan or promote youth service programs in many states.

Directs a multi-year, nationwide public relations campaign for youth community service. Publishes STREAMS, a newsletter that reports on local service programs and emerging policy affecting youth service.